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ABSTRACT

A project was conducted to design and implement an educational delivery system that incorporated both assessment and instructional services for adult basic education (ABE) exceptional learners in an urban adult learning center in New Jersey. Two areas were considered of priority in developing the project design: the development of an assessment and remediation model for learning disabilities in functionally illiterate adults and the development of innovative approaches for meeting the needs of adults with learning disabilities. The project consisted of four main components, each addressing specific goals, as follow: educational assessment, educational programming, staff development at the learning center, and project evaluation. Thirty-one students participated in the ABE program which was offered both during the day and evening. Initial assessment tests and posttests were administered to gauge process dysfunctions related to basic skills education. At the end of the project it was concluded that needs exist in the following areas: (1) developing valid and reliable instruments specifically designed to assess adult exceptionality; (2) increasing instructors' competencies in teaching strategies suited to exceptional adults; and (3) developing a national master plan and state plans to meet the educational needs of this population group. (A handbook [CE 018 885] providing assessment, educational planning, and instructional strategies was developed as part of this project.) (ELG)

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CENTER FOR ADULT DEVELOPMENT

AND

SPECIAL EDUCATION CURRICULUM

GRADUATE SCHOOL OF EDUCATION
RUTGERS UNIVERSITY
NEW BRUNSWICK, NEW JERSEY

JULY 1978

EDUCATIONAL ASSESSMENT

AND

INSTRUCTIONAL STRATEGIES

FOR

ADULT EXCEPTIONAL LEARNERS

FINAL REPORT

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CE 018 884

PREFACE

Working on a project such as this may be compared to sailing a ship through unchartered waters. While the "captain" ultimately must assume full responsibility for whatever happens during the voyage, the crew that is aboard can make a big difference in whether the desination is finally reached. In this respect, I was very fortunate in having a staff of people whose competency, devotion to duty, and general good humor made the journey a memorable one.

I wish to acknowledge, particularly, the contributions of Diane Yarosz and Norma Saks who worked closely and arduously on every phase of the project. Their help was invaluable. Appreciation is also extended to Larry Perfetti for his work during assessment and for his diligence and patience in dealing with the computer. Dr. Darkenwald's perceptive thinking and extensive experience with ABE population groups served us well and he was especially helpful when we needed to clarify thorny issues.

The cooperation of the Plainfield Adult Learning Center, its Director, Charles Carter, and the entire staff is gratefully acknowledged. A big "thank you" to Sheila Harding, who served as our Project Liaison and whose contributions went far beyond the contracted agreement.

I also wish to acknowledge the many, many hours of work by the secretarial staff of the Center for Adult Development. Despite the many demands that were made on their time, they still managed to maintain their equanimity and cheerfulness.

Perhaps the group who should receive the biggest and most heartfelt thanks are the ABE exceptional learners of this project. They shared with us a part of their lives. Their willingness to allow us to explore their learning problems and to help us search for solutions were an inspiration for all of us connected with the project.

Dr. Grace Bingham
Project Director

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CHAPTER I

INTRODUCTION

A guiding principle of adult education is the extension of educational opportunities to all adults, including those who are handicapped and functionally illiterate. This principle already has been implemented with substantial personal and societal benefits for many thousands of New Jersey adults. But there exists a group of potential learners for whom past educational efforts, whether in traditional schooling, or in adult learning centers, have proven insufficient or inappropriate. They are the "adult exceptional learners" for whom the present project was designed.

BACKGROUND

The concept of exceptionality as used in this report requires some explication. In one respect almost all adult basic education learners might be considered "exceptional" insofar as most of them have not followed typical, sequential, or predictable routes to educational achievement. But, even within this group there are some individuals who find it so difficult to learn that they continue to be a source of frustration to themselves and to those attempting to teach them.

Unlike learning disorders in young children, adult exceptionality has not been extensively studied, either behaviorally or empirically. One of the reasons may be that until very recently most undereducated adults who had left formal schooling did not return to continue their education. Another reason is the difficulty of trying to draw parallels between learning disorders as observed in young children and their manifestation in adults. The labels or categories once used to classify atypical learners such as "Mentally Retarded," "Emotionally Disturbed," or "Socially Maladjusted" have been shown to be of little value in educational programming for children. They have even less applicability when used to designate adult educational needs.

A different approach used to designate educational exceptionality in children is one proposed by Quay (1973). Since disability categories are not unitary, Quay maintained that educational problems may result from an interaction among three constructs he called experience deficits, experience defects, and process dysfunctions.

Experience deficits may be viewed as a lack of appropriate experiences, or what might be termed a limited behavioral repertoire. Insufficient opportunities to master basic learning skills may subsequently give rise to a variety of learning handicaps that would relate to experience deficits.

The notion of experience defect recognizes that harmful early experiences may affect individuals to such an extent that they contribute to educational exceptionality. Another way to think of an experience defect is to consider it an interference, possibly related to emotional factors resulting in negative reactions to learning, or what are commonly called "learning blocks."

Process dysfunctions refer to impairments in either sensory or psychological processes, or both, which are essential for learning. Specific sensory impairments might be obvious or observable ones such as blindness or deafness. Or, they might be implied dysfunctions of central nervous system processes within the individual such as inadequate attention, poor memory, or inefficient visual or auditory discrimination.

Quay's model, while originally designed as a way to conceptualize functioning, also appears suitable for describing adult exceptionality. It focuses attention on the behavioral dimensions of learning dysfunctions, and away from labels or categories of handicapping conditions. Since learning for any individual, regardless of age results from a complex interaction of many factors, cognitive, affective, motivational, and environmental, Quay's formulation acknowledges that complexity, but also offers an organizing framework to begin observing, describing and quantifying it.

Adult exceptional learners may be thought of as individuals who by virtue of either experience deficits, experience defects, process dysfunction, or any combination of the three exhibit unusual learning patterns that require specific educational accommodation.

Which of the adults participating in continuing and community education programs might be expected to have exceptional learning problems? Estimating the incidence of adult learning disorders is difficult because, to date, there have been few, if any, empirical studies specifically designed to identify the criteria for measuring adult exceptionality. It is reasonable to expect, however, that some of them can be found in adult basic education programs among those students considered functionally illiterate, or reading below a 7th grade reading level. ABE programs also contain adults who, as students during their early school years, were identified as having special needs. Now that they are participating in an educational program their previous difficulties with learning come to the surface once again. Also among ABE students may be those individuals who were recognized as atypical learners in their previous educational experiences, but for whom the particular specialized attention and programming was either unavailable or ineffective. There are also adults for whom the demands to achieve according to a hypothetical norm were beyond their capacity to accomplish and who have therefore developed such a negative self-image that it is difficult for them to consider themselves as capable of learning.

But, regardless of whether they are called adults with "learning disabilities," "functional illiterates," or adults with "special needs," one thing is obvious. They do not constitute a homogeneous group, but vary in both the nature and degree of learning problems they exhibit. It is clear to teachers, counselors, and other personnel working with such adults in all types of adult learning settings that they require educational programming beyond what is provided in most adult education facilities.

How, then, can such adult learners be educated effectively? The concept of individualized programming is one that has gained general acceptance in the education of learning disabled children. It is beginning to receive some much needed attention in the education of adults. A concept currently in use with young learners to identify those who require specialized educational treatment is the "diagnostic-prescriptive" approach. Its objective is the assessment of cognitive and affective dimensions critical to learning in order to prepare a profile of strengths and weaknesses from which decisions can be made about instructional programming.

Applying this approach to an adult population requires that modifications be made in the way it usually operates with young children. It is reasonable to assume that while some learning dimensions in the adult may be similar to those identified in young disabled learners, adults will differ from the younger group in important ways. One factor that must be taken into account in working with adult disabled learners is the nature and scope of the adult's experiential background.

It is our contention that the study, assessment and remediation of exceptional adults is one of the most important, yet most neglected problem areas of ABE. A 1975 assessment report of the ABE program issued by the Comptroller General of the United States stated:[1]

> Our statistics show that in the Adult Education program's first 9 years . . . only about 1 percent of the Adult Education program's estimated target population of 57 million adults and 4 percent of the 15 million adults with less than 8 years of schooling have participated in any given year.

We would speculate that part of the reason for this disappointing record is that the ABE target population includes a large number of exceptional adults whose learning needs have not, and cannot be met through standard ABE programming.[2]

Strangely enough, however, the incidence of learning disabilities among undereducated adults has not been adequately studied. An extensive search of the literature revealed only two studies. In 1976 Ruth Grant Needham successfully defended a dissertation entitled "The Development of Behavioral Observation Checklist for the Identification of

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[1] Comptroller General of the United States, "Adult Basic Education Program: Progress in Reducing Illiteracy and Improvement Needed." Washington: HEW:USOE , 1975.

[2] For evidence of this contention see J. Mezirow, G. Darkenwald, and A. Knox, Last Gamble on Education: Dynamics of Adult Basic Education, Washington: AEA, 1975 .

Functionally Illiterate ABE Students" (Temple University, 1976) and also in 1976 Beder and John conducted a yet unpublished report on IQ distribution among adult non high school completers in Iowa. Preliminary data from the Beder and John study suggests that approximately one-third of Iowa adults aged 18-30 have IQ's less than 80. Undoubtedly, many of these low IQ adults are not "mentally retarded" but rather are handicapped by a variety of learning disabilities related to experience deficits, experience defects, and process dysfunctions.

In the absence of sufficient research, common sense logic is probably the best method for determining need. Special education is a relatively new practice in public schools. As a result, most adults with learning difficulties who were in public school ten years ago and before, never had an opportunity for educational assessment and special programming. They tended to drop out of high school with all the negative attitudes toward school that failure breeds. This historical fact, and the common observation that the least able learners are more likely to drop out of high school than average and above average learners, suggests a high probability that the ABE-GED population contains a large percentage of exceptional adults who must be recognized and specially educated if we are to meet their particular educational needs.

PURPOSE

It was the project's purpose to design and implement an educational delivery system that incorporated both assessment and instructional services for ABE exceptional learners in an urban adult learning center. Two of the stipulated priority areas were considered in its design:

(1) The development of a model of assessment and remediation of learning disabilities in functionally illiterate adults,

and

(2) Development of innovative approaches for meeting the needs of handicapped adults.

The specialized resources of two units of the Graduate School of Education of Rutgers University (Special Education and Adult Education) worked in cooperation with a local education agency (Plainfield Learning Center) on formulating the project's goals.

Goals

1) Identify assessment procedures applicable to adult students in ABE programs who manifest exceptional learning problems.

2) Test and demonstrate those procedures in a comprehensive ABE program (Plainfield Adult Learning Center).

3) Analyze assessment findings to identify learner needs requiring specialized educational accommodation.

4) Assist demonstration program staff in implementing individual educational plans for identified exceptional learners.

5) Provide training to selected staff members of the demonstration site, so that the diagnostic and prescriptive model can be incorporated into the Learning Center's program after project termination.

Products

The above goals were directed at producing the following outcomes:

1) A set of assessment procedures for diagnosing ABE students who have exceptional learning problems.

2) A set of field tested methods for implementing educational plans for exceptional adult learners.

3) An ongoing demonstration site which can be observed by potential replicators of the project and where staff training can be conducted.

4) A handbook for conducting assessment, designing educational plans, and implementing instructional strategies for adult exceptional learners in Adult Learning Centers.

5) A technical report aimed at empirically demonstrating the nature and magnitude of need for special educational programs for adults.

6) A policy oriented report directed at assessing the policy implications of instituting a special education approach to ABE.

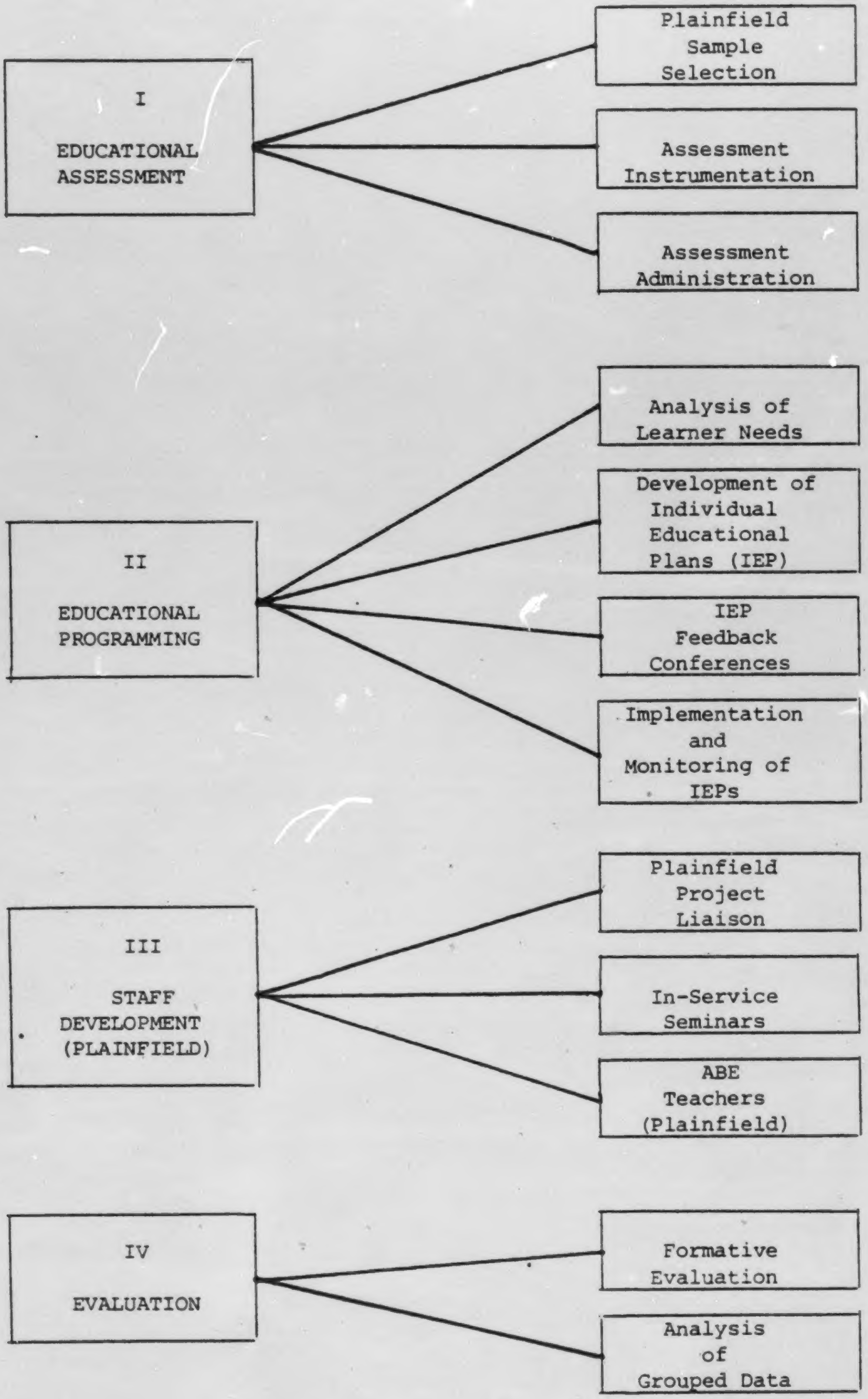
PROJECT DESIGN

This section will give a broad overview of the project's design and its main components, each of which will be detailed in Chapter II. The "diagnostic-prescriptive" concept mentioned in the last section was translated into an operational model that could be feasible and functional within the context of a typical urban learning center (Plainfield Learning Center). It was generally understood by all parties that the project plan, at least for this initial effort, would not require the use of specialized personnel such as psychologists or learning consultants, but would be limited to typical adult learning center staff resources.

Project design consisted of four main components with related subcomponents, each addressing specific project goals. A schematic representation is shown in Chart 1.1.

CHART 1.1

ADULT EXCEPTIONAL LEARNERS - PROJECT DESIGN


I
EDUCATIONAL ASSESSMENT
Plainfield Sample Selection
Assessment Instrumentation
Assessment Administration
II
EDUCATIONAL PROGRAMMING
Analysis of Learner Needs
Development of Individual Educational Plans (IEP)
IEP Feedback Conferences
Implementation and Monitoring of IEPs
III
STAFF DEVELOPMENT (PLAINFIELD)
Plainfield Project Liaison
In-Service Seminars
ABE Teachers (Plainfield)
IV
EVALUATION
Formative Evaluation
Analysis of Grouped Data

Component I - Educational Assessment focused on activities related to the identification and development of appropriate assessment instruments, the selection of the project sample from the Plainfield Center's ABE students, and the procedures related to administration, scoring, and recording of each student's assessment battery.

Component II - Educational Programming was concerned with those activities related to identification of individual learner needs following the assessment phase; and the development of individual learning plans (profiles of strengths and weaknesses) with objectives and strategies for teaching. After each individual plan was completed, a feedback conference was scheduled to share with teacher and student his/her educational plan. Use of the individual educational plan (IEP) was monitored to record accomplishment of objectives, and to observe the need for program modification.

Component III - Staff Development (Plainfield Learning Center) A key factor of the project's design provided for on-going training of one member of the Plainfield Learning Center staff in all facets of the project's activities. This individual functioned as the project's on-site liaison and was to be capable, following termination of the project, of performing all activities related to adult exceptional learners, and was to continue the model of the Plainfield Learning Center.

Another important goal of staff development was to provide all Plainfield Learning Center staff with in-service training on topics related to adult exceptionality. This was to be accomplished through a series of seminars to be held at the Plainfield project site throughout the year.

ABE teachers at Plainfield, in addition to attending in-service seminars, were to receive on-going consultation by Rutgers project staff through all phases of the project plan with specific attention to those students for whom they were responsible.

Another group invited to participate in the in-service training were directors or representatives of other learning centers. They were to be involved as auditors so that they might be informed about the project's progress on an on-going basis, and also to increase their awareness of topics relating to adult exceptionality.

Component IV - Project Evaluation Evaluative features were built into each phase of the project's implementation in order to gather feedback on the need for future modification of the project's design.

Formative evaluation was concerned with determining the appropriateness and feasibility of the individual educational plans, and provided for reactions from teachers and students using the plans. Evaluation was also a part of each in-service training seminar.

Grouped data from student assessments were to be analyzed statistically to determine the validity of the theoretical constructs used to describe adult exceptionality. Progress of ABE project learners was determined through post assessment techniques.

Procedures

Since the project was to be implemented at the Plainfield Learning Center, a series of planning meetings was held at the Center during the spring and summer of 1977. Rutgers project staff and Plainfield Learning Center (PLC) staff met to accomplish the following objectives:

(a) To familiarize PLC staff with the purpose and nature of the project.

(b) To solicit feedback from PLC staff on project design and possible need for modification.

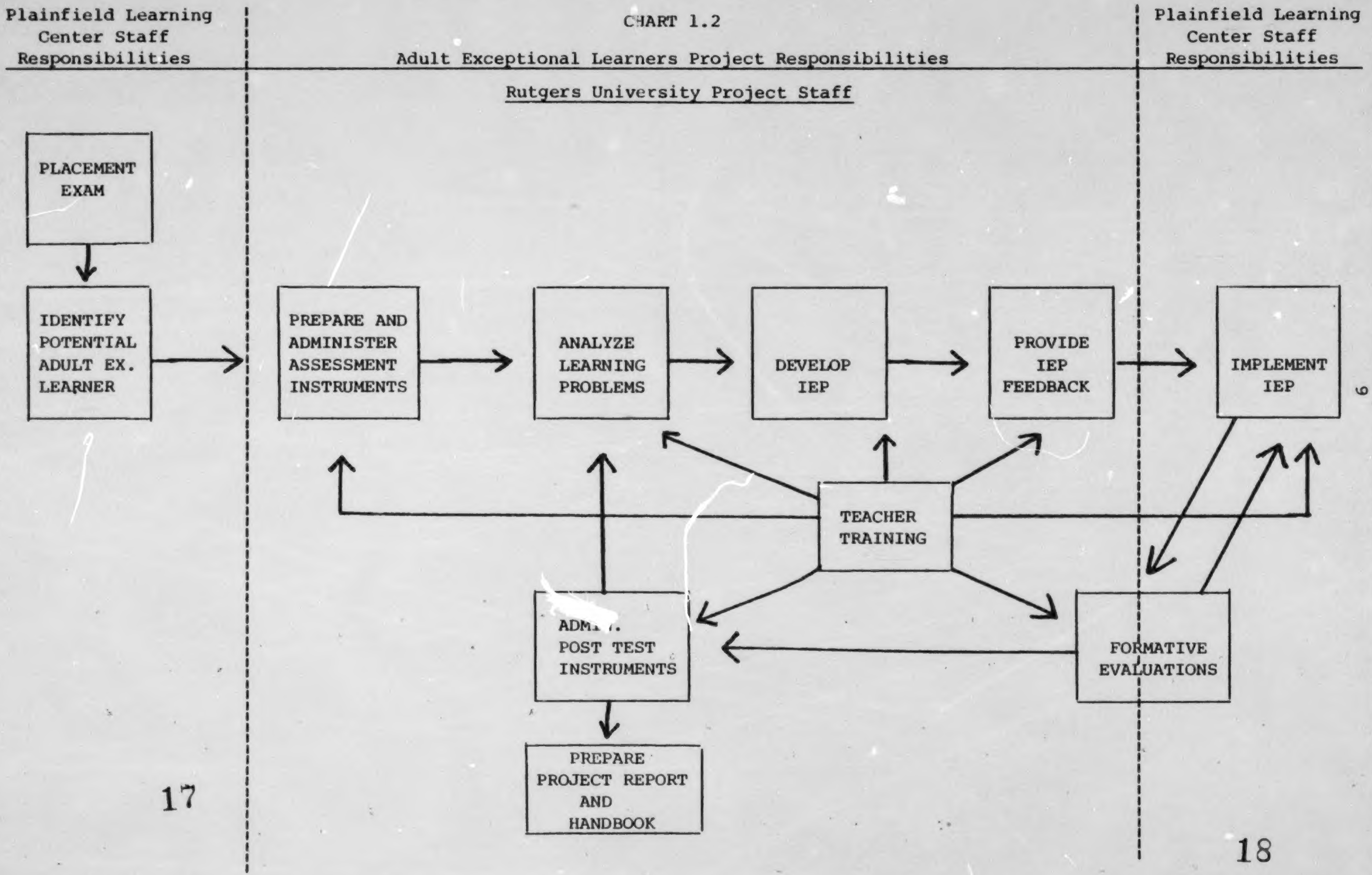
(c) To gather information about the variety of programs and procedures operating at the PLC.

(d) To clarify steps for project installation at PLC in the beginning of the Fall, 1977 school year.

Another outcome of the initial cooperative efforts between Rutgers project staff and Plainfield Learning Center staff was the identification of responsibilities for accomplishments of activities within the project model. Chart 1.2 shows how the schematic representation outlined in Chart 1.1 was rearranged so that it reflects the contribution of the respective staffs.

RESPONSIBILITIES OF THE ADULT EXCEPTIONAL LEARNERS PROJECT AND THE PLAINFIELD ADULT LEARNING CENTER STAFF

CHART 1.2


Plainfield Learning Center Staff Responsibilities
Adult Exceptional Learners Project Responsibilities
Rutgers University Project Staff
Plainfield Learning Center Staff Responsibilities
PLACEMENT EXAM
IDENTIFY POTENTIAL ADULT EX. LEARNER
PREPARE AND ADMINISTER ASSESSMENT INSTRUMENTS
ANALYZE LEARNING PROBLEMS
DEVELOP IEP
PROVIDE IEP FEEDBACK
IMPLEMENT IEP
TEACHER TRAINING
ADMIN. POST TEST INSTRUMENTS
FORMATIVE EVALUATIONS
PREPARE PROJECT REPORT AND HANDBOOK

17

18

A chronological distribution of project activities over the one year span of the funding period is illustrated in Chart 1.3. As can be noted, a number of project activities were being conducted concurrently once the project was initiated at the Plainfild Learning Center.

CHART 1.3

TIME FRAME
PROJECT ACTIVITIES

	1977						1978					
Project Activities	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Ed. Assessment												
Sample Selection			X	X								
Instrumentation	X	X	X									
Administration			X	X	X	X	X					
Ed. Programming												
Analysis of Learner Needs					X	X						
Developing IEP					X	X	X					
IEP Feedback					X	X	X					
Implementation of IEP					X	X	X	X	X	X	X	
Staff Development												
Plainfield Liaison	X	X	X	X	X	X	X	X	X	X	X	X
Plainfield Teachers				X	X		X	X	X			
ABE Teachers			X	X	X	X	X	X	X	X		
Auditors				X	X		X	X		X		
Evaluation												
Formative						X	X	X	X	X	X	X
Grouped Data Analysis							X	X	X	X	X	X

The next chapter will report in detail the inputs, processes/ activities and outcomes of each phase of the project model.

CHAPTER II

ADULT EXCEPTIONAL LEARNERS: MODEL COMPONENTS

This chapter will discuss in detail each of the inputs, activities, and outcomes related to the four main components of the project design: Educational Assessment, Educational Programming, Staff Development, and Project Evaluation.

EDUCATIONAL ASSESSMENT

Selection of the Plainfield Learning Center

One of the reasons the Plainfield Adult Learning Center was invited to work cooperatively with the Rutgers project was because the Learning Center had indicated that it had a large enrollment of Adult Basic Education students in its day program. It was initially felt that there would be a sufficient number of ABE students enrolled in the day program which would satisfy the sample size requirement of thirty. Two months into the Assessment phase (November), it became apparent that because of attrition of day students, evening students would have to be included in the study. Almost all the ABE students at Plainfield were native-born, English-speaking adults.

There were two ABE teachers working in the day program-the Project Liaison, and another teacher who was regularly informed of project activities. Additionally, there were a number of Laubach tutors (8), assigned to individual ABE students who were participating in the Project. When the evening program was included in the Project, an additional teacher and several more tutors (4) became involved in project activities. The number of day and evening students who were initially involved in the Project and who were also in the Laubach Program is shown in Table 2.1.

TABLE 2.1

INITIAL STUDENT ENROLLMENT IN PROJECT

(N = 39)

Time ABE Program	Enrolled in Laubach Program Yes	No
Day	8(21%)	18(46%)
Evening	4(10%)	9(23%)

Sixty seven percent (67%) of the students who were referred to the project were enrolled in the day program. Thirty one percent (31%) of the students who were enrolled in either the day or evening program and who participated in the project were also in the Laubach Program.

The two counselors in the day program were consulted during all phases of the project especially during the intake phase beginning in September, 1977. However, it was not the intent of the Project staff to interfere with current student intake procedures, but to heighten counselors' awareness in identifying potential "adult exceptional learners" for the project.

Sample Selection

The intake procedures at the Learning Center were usually carried out in the following manner:

When an adult first entered the Learning Center, the counselor asked the student to fill out a general information form and administered the TABE Locator. Based on the results, the student was then given either the TABE Reading Level E or M. If results indicated a non-reader, the counselor used informal screening instruments such as word recognition lists, sound discrimination lists, etc. to determine the learner's skill level. After this preliminary screening the counselor might recommend the Laubach tutorial reading program, if a tutor was available. A math locator test, usually the Math Placement Inventory, was administered by individual teachers after the student was assigned to a class.

Potential "adult exceptional learners" who were to participate in the Project were then identified by the counselor based on the results of these intake procedures i.e., if the learner scored below seventh grade reading level, she/he was referred to the Project.

Participants were also selected for the project from those students who had been previously enrolled at the Plainfield Learning Center. Counselors referred those students to the Project if their latest TABE score fell below the seventh grade level. Eighteen of the students who returned to the Learning Center in September were referred to the Project.

Following the above procedures a total of thirty-nine learners were identified as potential adult exceptional learners and were referred to the Project between the months of September and January. However, eight of these students did not complete the assessment phase. Three students stopped attending (reason unknown), three students advanced to the GED program, and of the remaining, one left as a result of a medical problem, and one became employed. Therefore, thirty one students, or 79% of the original sample, completed the assessment phase. The number of day and evening students who were completely assessed and who were in the Laubach Program is shown in Table 2.2.

TABLE 2.2

STUDENTS WHO COMPLETED ASSESSMENT PHASE

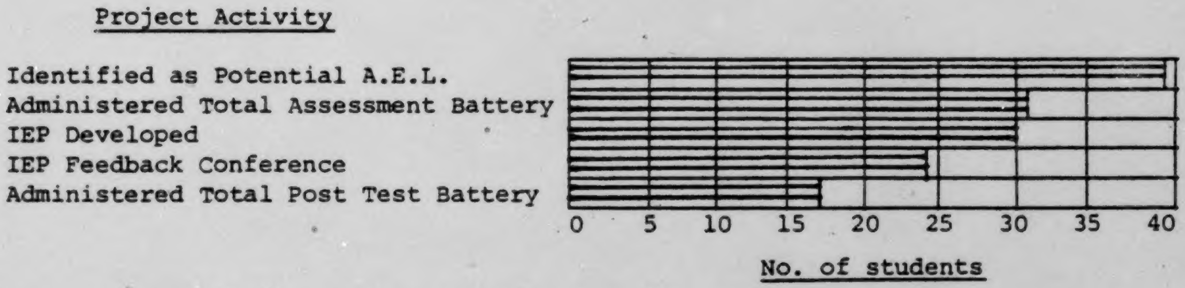
(N = 31)

Time ABE Program	Enrolled in Laubach Program Yes	No
Day	8 (26%)	14 (45%)
Evening	3 (10%	6 (19%)

Seventy-one percent (71%) of the students who completed the assessment phase were enrolled in the day program, and twenty-nine percent (29%) in the evening program. Thirty-six percent (36%) of the students enrolled in either the day or evening program were also in the Laubach Program. By the end of May, seventeen of these students were post tested. Fourteen of the students who finished the assessment phase were no longer participants in the Project for the following reasons: four students did not give a reason for nonattendance; three moved out of the area; five expressed personal problems; one acquired a job; and one entered military service. Thus, of the original thirty-nine students who agreed to participate in the Project, seventeen (44%) remained through all phases. Chart 2.1 illustrates the number of students who were involved in Project activities.

CHART 2.1

NUMBER OF STUDENTS INVOLVED IN PROJECT



Of those students who participated in the Project and were post tested 64% were enrolled in the day program, and 36% in the evening program also participated in the Laubach Program. Table 2.3 indicates the number of post tested students who were enrolled in day and evening programs and who participated in the Laubach Program.

TABLE 2.3

STUDENTS WHO WERE POST TESTED
(N = 17)

Time ABE Program	Enrolled in Laubach Program Yes	No
Day	3(18%)	8(46%)
Evening	3(18%)	3(18%)

Instrumentation

Before deciding on the specific instruments that would comprise the psychoeducational battery for the assessment of adult exceptional learners, three preliminary questions required consideration:

(1) What were the findings of other projects or studies working in similar or closely related areas (Literature review)?

(2) What areas of behavior needed to be sampled to determine adult exceptionality according to the constructs of experience defects, experience deficits, and process dysfunctions (Domains of behavior)?

(3) What assessment instruments, either formal or informal were available and appropriate for use with adult ABE students to sample the domains of behavior considered relevant for educational assessment and programming (Test search)?

1. Literature Review: An ERIC computer search of adult documents using relevant descriptors revealed few studies prior to 1977 directly concerned with the focus of the present project. Most projects in which a "diagnostic-prescriptive approach" was used were concerned with development of literacy (Nafziger, et. al., 1976; Stamper, 1971; Trismen, 1972) while a few described programs designed for undereducated rural adults, using an individualized approach (Arkansas University, 1975; Stamper, 1971).

A review of current projects in other states showed that a few have been involved with topics related to the assessment and programming of adults with learning disabilities. A demonstration project in Iowa was concerned with assessing a small number of ABE students with learning problems and providing individual learning plans with special methods and materials (Sellen, 1977). A staff development project at Indiana University is developing workshops and instructional materials for learning disabled adults (Parer, 1977). Some projects are designing materials to be used with particular approaches (Coate, 1977); while others are concentrating on screening devices for diagnosis of visual and auditory perceptual problems (Weisel, 1978). Other states, such as Connecticut are focusing on providing ABE teachers of exceptional learners with training in diagnosing and assessing exceptional learning problems.

A search of dissertation abstracts uncovered one study that was closely related to both the topic and the particular population of the present project (Needham, 1976). It was the author's purpose to use information from a number of disciplines to construct a Behavioral Observation Checklist. Items were selected from behaviors described in the literature on children and adolescents with learning disabilities, from literature on brain damaged adults, and from the adult education literature on functionally illiterate adults. Fifty-four ABE teachers from a number of Adult Learning Centers in Pennsylvania responded to the checklist. Among the research questions Needham investigated was one to determine the frequency of specific learning problem behaviors of functionally illiterate adults as perceived by their teachers. Her findings had implications for domains of behaviors to be assessed in the present project.

2. Domains of Behavior: The many attempts by theorists and researchers to categorize learning disorders in children by areas of disability have resulted in systems that reflect the orientation of their authors. Some have taken a psychoneurological approach (Johnson and Myklebust, 1967), some, a behavioral perspective (Cruikshank & Hallahan, 1973), while others emphasize a psycho-educational perspective (Bateman, 1971, Myers & Hammill, 1976). The question of what are the observable manifestations of learning disorders in adults and how they can be measured is a tremendously complex one, still requiring much research. In the Needham (1976) study, it was found that the specific learning problems observed most frequently (71-90% range), were "Thinking, Speaking, Reading, Spelling, Emotions, and Writing," in that order. In the 61-70% frequency range, "Reading, Emotions, Spelling, Writing and Arithmetic" was the sequence reported.

Since the model used in the present project was based on an extension of Quay's (1973) formulation of educational exceptionality among children, and posits an interactional system that accounts for experience defects, experience deficits and process dysfunctions, the model was translated into domains of behavior as follows:

CHART 2.2

ASSESSMENT SPECIFICATIONS

Objective	Factor	Behavioral Domain	Assessment Techniques
To determine what proportion, if any, of the adult learner's exceptionality may be accounted for by adverse early experiences with learning.	Experience defect (harmful or deleterious early experiences contributing to the learning handicap)	Early school related experiences Affective relationships	Interview Questionnaire (personal, family, school and medical history)
To determine what proportion, if any, of the adult learner's exceptionality may be accounted for by a limited repertoire of learning experiences.	Experience deficit (lack of appropriate experiences: insufficient or limited number of learning experiences)	Achievement in school related basic skills area	Achievement and diagnostic testing in reading; communication skills: (speaking, writing, spelling, written expression, handwriting); arithmetic
		Post-school adjustment	Interview Questionnaire
		Interests	
To determine what proportion, if any, of the adult learner's exceptionality may be accounted for by dysfunction in psychological processes essential to learning.	Process dysfunction (sensory receptive processes; memory; expressive processes	Health information Attention Perception in auditory and visual modalities Motor expression Oral expression	Interview Questionnaire Testing of: auditory and visual attention auditory discrimination visual discrimination auditory memory visual memory design reproduction

3. Instrument Selection and Construction: Based on the foregoing specification chart, the next step in the assessment plan was to select from instruments available those that would best sample the domains under study. For the behaviors that could not be sampled with existing instruments, assessment techniques were constructed by project staff.

The Test Collection at Educational Testing Service, Princeton, New Jersey was searched for all instruments applicable to the adult basic education population of this study. The Buros' Mental Measurements Yearbooks were also consulted. In addition, the Adult Education Resource Center of Montclair State College was consulted for possible informal measures that might have been in use in ABE programs within the state. Books of test reviews such as Tests for Adult Basic Education Teachers from the Center for Resource Development in Adult Education at the University of Missouri (Vanderhaar, et al, 1975), and Tests of Functional Adult Literacy (Nafziger, D.H., et al, 1976), were surveyed for possible contributions to the present assessment effort.

Composition of Assessment Battery:

(a) Interview Questionnaire: A comprehensive, detailed questionnaire sampling six categories of information hypothesized to have relationship with adult exceptional learning behaviors: Personal History, Family History, School History, Medical History, Post School Adjustment, and Interests (See Appendix A). The questionnaire was designed by project staff and underwent many revisions before assuming its final form. It was pilot tested with five students at the Asbury Park Learning Center, and further refined. All questions were administered orally to control for possible reading insufficiency by ABE students, and to allow for examiner explication of items, if necessary. Approximate administration time: 40 minutes

(b) Basic Skills Battery:

Individual Reading Placement Inventory, Smith, E. H. & Bradtmuller, W. G., Follett Educational Corporation, 1969, Form A. This test assesses reading ability of youth and adults up to a readability level of grade 7. It provides an independent level, an instructional level, a frustration level, and a listening comprehension level. Other skills sampled are word recognition, oral reading, and auditory discrimination. Concurrent validity is reported as .78 with silent reading on the Stanford Achievement Test and .89 with the California Achievement Test. Reliability correlation coefficient between Form A and Form B with adult basic education students in North Florida was .91. Approximate administration time: 30 minutes

Adult Basic Learning Examination (ABLE), Level I, Harcourt, Brace, Javanovich, Inc., 1967.
This particular instrument was selected because it was one of the

few spelling tests which required a written response mode-spelling ability is measured by a dictation type test of 30 items. This test was rated strongly on "measurement validity" and the "examinee appropriativeness" criteria in the Nafziger, et al., 1976 test evaluation book. Split-half reliability coefficient reported for the Spelling Level I subtest for adult basic education students in Hartford-New Haven was .94. Approximate administration time: 15 minutes

Oral Language Observation Checklist: An informal measure designed by project staff and intended for use by examiners to note language behavior during administration of the assessment battery. The behaviors selected were similar to those included in Needham's Checklist (1976), and sampled speaking, vocabulary, and understanding of oral language. Approximate administration time: 5 minutes (See Appendix H)

Ayres Scale for Handwriting - A short measure for assessing speed, letter formation, size and spacing. Student copies from a printed copy using whatever handwriting or printing he/she uses in daily life. Approximate administration time: 5 minutes

Independent Writing Sample - for assessing written expressive language skills in response to a picture stimulus. The picture was one showing an urban street setting with adults and children interacting. Students were to respond with a "story" about what the picture suggested to them. No time limit was placed on completion of the story. This technique was a modification of the Myklebust Picture Story Language Test used with young children to elicit written language. Approximate administration time: 15 minutes.

ABLE - Level I - Computation Sub-test - A measure of arithmetic ability containing arithmetic problems in the four basic processes. Approximate administration time: 15-20 minutes.

Related Learning Processes

Cyzyk Pre-Reading Inventory - Sub-Activities 2A, 2B, 2C, 2D were used with permission of the author Janet L. Cyzyk. The entire test is a collection of activities designed to help teachers recognize deficiencies within discrimination and perceptual skills in the visual, auditory, and perceptual motor areas that must be dealt with before an adult non-reader can begin to learn to read.

Activity 2A -	The ability to perceive letter forms and the order of letters in words
Activity 2B -	The ability to perceive the order of letters in words, word forms
Acitivty 2C -	To discriminate order/sequence of letters
Activity 2D -	Ability to perceive order/sequence of digits

Approximate administration time: 10-15 minutes

Detroit Tests of Learning Aptitude (Leland & Baker, 1967), from which subtests were selected, were included for examining additional learning processes.
The tests selected were those applicable for use with older subjects.

Test 9 - Visual Attention Span for Objects
(visual attention ability)

Test 12 - Memory for Designs (time and space relationships, visual attentive ability, motor ability)

Test 13 - Auditory Attention Span for Related Syllables (auditory attentive ability)

Test 18 - Oral Directions (practical judgment, auditory attentive ability, visual attentive ability, motor ability)

Approximate administration time: 45 minutes

Additional Instruments

Two additional instruments were included in the assessment package even though they did not relate directly to the model as previously described. First, it was deemed advisable to try to gain an overall estimate of an individual's self-concept to determine if there were some relationship between it and subsequent achievement results. For this purpose the Rosenberg Self Esteem Scale was used (Rosenberg, 1965). Technically, the RSES appeared to be the most satisfactory measure of self-esteem available. It did not require sophisticated procedures, was easy to administer, and required little time for subjects to respond. The RSES has a reliability of .92 (Rosenberg, 1967) and its validity as a measure of global self-esteem was satisfactorily established (Rosenberg, 1967; Wylie, 1974).
Approximate administration time: 10 minutes

Secondly, the Peabody Picture Vocabulary Test (Form A), Dunn, L. M., American Guidance Service, 1959 was included to estimate level of verbal receptive ability (hearing vocabulary). It was intended as a measure of the subject's comprehension of the spoken word. It is applicable for English speaking residents of the United States between the ages of 2 years 6 months and 18 years who are able to hear words, see the drawings, and have the facility to indicate "yes" and "no" in a manner which communicates.
Approximate administration time: 15-20 minutes.

Assessment Administration Procedures: Test administration was conducted by Rutgers project staff and the Plainfield Liaison person following training sessions on administration procedures. To maintain examiner consistency, guidelines for conducting the Interview Questionnaire, and directions for other instruments were reviewed, and specific procedures established for recording observations, scoring tests, recording results and maintaining records (See Appendix B). A sequence for testing was also recommeded. A folder containing all assessment instruments and recording sheets was prepared for each subject. Time for completing the whole battery for any one individual varied because of attendance patterns and the difference in individual response styles.

After a student completed the Assessment phase he/she continued to follow the regular ABE program at the Center until an Individual Educational Plan (IEP) was prepared.

EDUCATIONAL PROGRAMMING

Formulating Individual Educational Plans (IEP)

The Individual Educational Plan (IEP) was divided into two main parts - Background Information and Basic Skills Assessment. Included in Background Information was material obtained from answers to questions on the interview questionnaire. Information was included only after it was concluded to have relevance for educational planning. However, all information was accepted as tentative rather than predictive. This first part of the IEP included information about the student's personal and family history, his/her school history, medical history, post school activities, and interests. Also included was a section labeled "other observations," in which any other relevant information not fitting into the above categories, was inserted.

The second part of the IEP - Basic Skills Assessment - began with a chart indicating a student's skill levels based on test results. The skills included were reading (word recognition and comprehension), spelling, and arithmetic computation. Instead of indicating actual grade levels which might be discouraging to a student, the chart was divided into three sections - "Getting Started" (grade levels 1.0 to 3.0), "Moving Along" (grade levels 3.0 to 5.0) and "Getting There" (grade levels 5.0 to 7.0). In reading this chart the student could assess his/her learning strengths and weaknessess and his/her progress toward Pre-GED levels. The next section of the IEP consisted of a diagnostic analysis of each skill area based on test results. Included were sections on reading (word recognition and comprehension), spelling, handwriting, arithmetic computation, oral and written expression, and related learning processes (auditory discrimination, auditory memory, auditory motor, visual discrimination, visual memory, and visual motor). This last section was included in an attempt to identify a particularly strong or weak modality.

Following this section was "Summary for Educational Planning." In addition to summarizing the above information, the direction in which objectives would be formulated for each individual was indicated. For example, the needs and goals of an individual, as well as the number of hours he planned to spend at the Plainfield Learning Center, were taken into account.

The final section of the IEP included the objectives formulated for each individual and the learning activities and resources were again based on that particular individual's learning style and needs.

Although the main focus of a student's IEP was not on the materials he/she would be working with, careful selection was important since materials frequently served as a vehicle through which lesson objectives could be met. The Sellen (1977) compilation of materials was consulted in an effort to locate the best materials available. Appropriate materials from this source were listed in the IEP, as well as materials that were readily available to ABE teachers at Plainfield or at the National Media Center located in Montclair.

Finally, blank space was left for the teacher to fill in the starting and ending date for each objective, whether that objective was achieved, and any comments that would be relevant for future planning.

Individual Planning Conferences (IEP Feedback)

After an IEP was completed, a conference was conducted with a Rutgers staff member, the student, the Plainfield teacher and, if relevant, the Laubach tutor and/or coordinator. All present were shown the IEP and each section was explained. The student was encouraged to ask questions, express opinions, verify information, and make any changes deemed necessary.

Implementation of Educational Plans

Following each conference, instruction for a student was begun using the IEP objectives. The teachers were asked to indicate on the IEP's when each objective was started, when that objective was achieved or not achieved, and any comments relating to student performacne which might pertain to the writing of further objectives. The students were asked to keep a record of their work at the Center and the amount of time spent on each activity. A "Student's Activity Sheet" was provided for this purpose.

Monitoring Progress

Once students were working on their educational plans, Rutgers staff consulted with ABE teachers and students on a regular basis. Staff members were available to clarify objectives and explain learning activities as stated on the IEP, to demonstrate teaching techniques, to review students' work, and to discuss any problems that might be encountered. More systematic observations of students were made in 15-minute time segments using the "Learning Episode Observation Report" forms. Both Rutgers' staff and ABE teachers filled in identical forms for the same 15-minute time period. Following these observations each teacher was interviewed concerning the student's progress and any problems encountered with his/her IEP. Responses were recorded on a "Teacher Opinionnaire" form. Each student was also interviewed concerning his/her progress and feelings about the Plainfield Center. Responses were recorded on a "Student Opinionnaire" form. (The "Learning Episode Observation Report," "Teacher Opinionnaire,"and "Student Opinionnaire"forms can be found in Appendices D, E and F.)

STAFF DEVELOPMENT

Plainfield Liaison Staff Member Training

One member of the Plainfield Learning Center staff, Sheila Harding, was appointed liaison to the Rutgers project staff for 10 hours each week. It was her responsibility to manage the project's continuity at the Learning Center throughout the 1977-78 year and to be able to operate the assessment/instructional model for exceptional learners after project termination.

Ms. Harding's educational background was in special education and her assignment at the Center had been predominantly with lower-functioning ABE students.

The goal in training Ms. Harding was to make her competent in all phases of the project. To accomplish that goal she was trained, along with Rutgers project assistants, in the administration, scoring and interpretation of all assessment techniques used in the project design. She was also trained in systematic record keeping and information tracking for all students involved in the project. She was included in all training sessions conducted for Rutgers staff assistants of the University.

Part of each site visit at Plainfield by Rutgers project staff was spent with Ms. Harding in consultation, assisting her with problems or decisions related to the project.

Ms. Harding's training also included procedures for implementing individual education plans, locating resources for student learning activities, and evaluating individual students to determine achievement of objectives.

During the post testing phase, Ms. Harding administered evaluation instruments, scored, and recorded results. Her work was supervised by the Project Director, the Project Coordinator, and the Rutgers Special Education graduate assistant.

ABE Teachers (Plainfield Learning Center)

Training for those ABE teachers directly involved with project students was conducted through a series of topical seminars and through additional individual consultation with Rutgers project staff members. Training focused primarily on the instructional component and management of the individualized educational plans. ABE teachers were not expected to administer the instruments used in the assessment phase since some instruments required specialized training which the project did not provide. ABE teachers were trained in the construction, administration, and interpretation of informal assessment techniques through the seminars (Format and content of each topical seminar is addressed in a subsequent section).

Individual consultation was provided on results of assessment for each ABE teacher who had students in the project. Teachers were observers at each feedback conference held with students to discuss the individual educational plan.

After the plan was in operation project staff consulted with ABE teachers to provide on-going assistance with management, possible modifications in individual programs, materials selection, and monitoring of student progress.

Topical Seminars

Five topical seminars were held at the Plainfield Adult Learning Center. The first seminar was one hour in length; the remaining four seminars were conducted for 1 1/2 hours each.

Seminar topics were selected by project staff from information received from a needs and interests assessment checklist (See Appendix G) filled out by Plainfield staff prior to Seminar I and through on-going observations and discussions with teachers. Also included as part of each seminar was a "project update report" and an opportunity for teachers to ask questions concerning the project and their students who were involved in the project.

A packet of materials relating to each seminar topic was given to each participant and also made available to staff members who were unable to attend. At the completion of each seminar, participants were given an evaluation form and were asked to evaluate the session.

As part of the cooperative effort to involve other centers in staff development, invitations were issued to directors of Centers in surrounding counties to have people on their staffs participate in the training seminars if they wished. Responses were received from approximately ten centers and as can be seen from the seminar attendance records, some auditors attended all or most of the seminars, while others participated in one or two.

Seminar I: Nature and Characteristics of Learning Disabled Children and Adults

The objectives for this first seminar were to clarify the meaning of "learning disability" and to summarize the broad range of behaviors exhibited by children and adults who may be referred to as "learning disabled." Included in the materials given to each seminar participant was as annotated bibliography of books and periodicals concerning the field of learning disabilities.

The following people attended the first Topical Seminar on October 25, 1977:

Name	Adult Learning Center
Louise Levine	Kenilworth
Anne Copper	Plainfield
Jean Conly	Plainfield
Arlene Mayer	Plainfield
Virginia Wallace	Plainfield
Flora Villar	Plainfield
Judy Kesin	Plainfield
Sheila Harding	Plainfield
Selma Porter	Newark
Herman Lazo	Perth Amboy

The participants' reactions to this seminar were generally positive. For example, the session held the interest and attention of 90 percent (90%) of the participants all or most of the time and 60 percent of them would have liked to spend more time talking about this topic. Comments included: "Good presentations," "Good presentation of topic," "I would like much more information," "The session seemed very brief" and "I look forward to more meetings of this kind."

Seminar 2: Diagnostic-Prescriptive Teaching: The Assessment of Student Performance

Participants in this seminar held on November 21, 1977 were presented with a diagram and explanation of the Lerner Model of the Clinical Teaching Cycle.[1] The emphasis of this seminar was on diagnostic assessment. Participants were presented with "samples" of student performance in arithmetic computation, spelling, and handwriting. Small discussion groups were formed and with the assistance of handouts and consultation by Rutgers staff, they were aked to analyze the results of student performance. The following people attended this seminar:

Name	Adult Learning Center
Wanda Smith	Asbury Park
Joan Michel	Somerville
Julia West	Somerville
Pat Spiewak	Asbury Park
Arlene Mayer	Plainfield
Virginia Wallace	Plainfield
Anne Copper	Plainfield
Sheila Harding	Plainfield
Judy Kesin	Plainfield
Harold E. Fisher	Plainfield

Eighty percent (80%) of these participants felt the objectives of this seminar were adequately accomplished. Comments included, "Seminars that call for our participation are very effective" and "This (the opportunity to participate) made the seminar worthwhile."

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[1] Lerner, Janet W. Children With Learning Disabilities. Boston Houghton Mifflin Company, 1976.

Seminar 3: Reading-Word Recognition

The main objective of this seminar was to extend the participants' understanding of the reading process—to provide them with information to enable them to distinguish the purpose and outcomes of reading assessment devices, to use informal reading inventory techniques, to plan instructional objectives based on inventory results and to select appropriate word recognition techniques for application with adult readers. The READ test[1] was presented along with the "results" of a sample student testing. Group discussion of task analysis in word recognition was encouraged. Some time was also spent presenting techniques for developing word recognition skills. Those present for the third seminar held on January 24, 1978 were:

Name	Adult Learning Center
Louise Levine	Kenilworth
Ann Hunter-Acker	Plainfield
Jean Conly	Plainfield
Anne E. Copper	Plainfield
Arlene Mayer	Plainfield
Carmen S. Rodriquez	Plainfield
Sheila Harding	Plainfield
Judy Kesin	Plainfield
Theodore R. Cosey	Plainfield
Harold E. Fisher	Plainfield

This seminar held the interest and attention of 100 percent(100%) of the participants all or most of the time. Comments included: "We need more of this," "Never enough time" and "Material too valuable for the short time provided."

Seminar 4: Reading-Comprehension

The purpose of this seminar held on February 27, 1978 was again to extend the participants' understanding of the reading process. Emphasis was placed on recognizing the reasons for poor reading comprehension skills, using informal reading inventory techniques for identifying reading comprehension difficulties, and selecting appropriate techniques for improving reading comprehension skills with adult readers. Again the READ test materials dealing with comprehension were presented along with other handouts on assessment and remediation techniques. The following people were present at this seminar:

Name	Adult Learning Center
Sheila Harding	Plainfield
Virginia Wallace	Plainfield
Eileen Mileo	Hackensack

(continued page 26)

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[1] Literacy Volunteers of America, 1972

Name	Adult Learning Center
Nancy Perkins	Paterson
Jean Canly	Plainfield
Judy Kesin	Plainfield
Arlene Mayer	Plainfield
Fran Spinelli	National Multimedia Center, Montclair
Anne Copper	Plainfield
Julia West	Somerville
Jean Michel	Somerville

The seminar held the attention of almost 90 percent (90%) of the participants all or most of the time. Almost 90 percent (90%) felt the time spent on this topic was sufficient but comments included "Could always use more" and "More specifics would help."

Seminar 5: A Case Study Approach: Interpreting Diagnostic Information And Identifying Appropriate Teaching Tasks

This last seminar held on April 4, 1978 was planned to include a culminating activity for the previous four seminars. A case study was prepared in the form of an Individual Educational Plan. Through group discussion participants were able to demonstrate their ability to interpret diagnostic information in the areas of reading, spelling, handwriting, and arithmetic computation and their ability to identify appropriate teaching tasks. A part of this session was also spent discussing the final segments of the clinical teaching cycle, i.e. evaluating student performance on an on-going basis and modifying diagnosis and teaching tasks appropriately. Those attending this session were:

Name	Adult Learning Center
Louise Levine	Kenilworth
Carmen S. Rodriguez	Plainfield
Judy Kesin	Plainfield
Jean Canty	Plainfield
Sheila Harding	Plainfield

Reactions to this seminar were extremely positive. One hundred percent (100%) of the participants were interested and attentive all the time, had sufficient opportunity to participate, said the seminar accomplished its objectives and provided a sufficient variety in format.

In summary, it seems obvious that teachers attending the topical seminars found them stimulating and well worthwhile. Many of the comments expressed the desire for more meetings of this type.

PROJECT EVALUATION

Rationale for Evaluation Component

The Diagnostic-Prescriptive model necessitates the inclusion of evaluation procedures after implementation of instructional objectives to enable teachers to modify teaching tasks if found necessary. It was also important for the project to solicit "feedback" from students and teachers working with IEPS to gain an understanding of their usefulness and effectiveness.

Description of Each Component

Three types of formative evaluation procedures were included in the project—a "Learning Episode Observation Report" to be filled out by both the ABE teacher and the Rutgers project staff observer, a "Student Opinionnaire," and a "Teacher Opinionnaire." A description of each follows. The actual forms can be found in Appendices D, E and F. After a fifteen minute instructional period, the teacher and a Rutgers staff observer responded to a "Learning Episode Observation Report." Answers to the following questions were solicited:

1. What types of learning modes occurred?
2. How suitable were these learning modes?
3. In what content area did the observation period take place?
4. What was the major activity that took place?
5. What was the related instructional objective as found in the student's IEP?
6. How suitable were the learning materials in accomplishing the lesson objective?
7. In what ways did the student participate during the observation period?

Each student was asked to answer questions contained in a "Student Opinionnaire," concerning his/her feelings about academic progress since obtaining an Individualized Educational Plan and about the Plainfield Center in general. The fourth evaluative component was a "Teacher Opinionnaire" asking the teacher to rate each student's progress as compared to his/her progress before the IEP, to indicate the usefulness of the IEP, and to list any problems that were encountered in implementing the student IEP.

Summary of Responses for Each Component

Learning Episode Observations

The majority of learning episode observations were conducted during periods of reading instruction. A smaller number of observations took place during periods of instruction in Math and Language Skills (Spelling and Handwriting). Table 2.4 indicates the content areas in which observations took place.

TABLE 2.4

CONTENT AREAS IN WHICH OBSERVATIONS TOOK PLACE

Content Area	Observations (ABE Teachers)	Observations (Rutgers Staff)
Reading	15 (65.2%)	15 (60%)
Language Skills	4 (17.4%)	2 (8%)
Math	4 (17.4%)	8 (32%)

Both ABE teachers and Rutgers staff members observed the following learning modes most frequently: "teacher-student interaction," "teacher-guided instruction," and "independent practice." The following learning modes were observed less frequently: "student-student verbal interaction," "teacher-group activity" and "programmed material." For every period of instruction the ABE teachers found the learning mode to be either "very suitable" or "suitable." The Rutgers staff observers found this to be true only 87.4 percent of the time. Rutgers observers found the learning mode "not suitable" 12.5 percent of the time. Table 2.5 depicts "suitability" of learning modes.

TABLE 2.5

SUITABILITY OF LEARNING MODES AS OBSERVED BY ABE TEACHERS AND RUTGERS STAFF

Responses	Observations (ABE Teachers)	Observations (Rutgers Staff)
Very Suitable	11 (68.8%)	5 (31.2%)
Suitable	5 (31.3%)	9 (56.2%)
Not Suitable	0 (0%)	2 (12.5%)

All ABE teacher observations (100%) indicated that the learning materials for accomplishing the lesson objectives were either "very suitable" or "suitable," while only 86.7% of the Rutgers staff observations indicated this. Table 2.6 depicts "suitability" of learning materials.

TABLE 2.6

SUITABILITY OF LEARNING MATERIALS AS OBSERVED BY ABE TEACHERS AND RUTGERS STAFF

Responses	Observations (ABE Teachers)	Observations (Rutgers Staff)
Very Suitable	6 (46.2%)	6 (40.0%)
Suitable	7 (53.8%)	7 (46.7%)
Not Suitable	0 (0%)	2 (13.3%)

The majority of the ABE teachers and Rutgers staff observed that students "paid attention to the teacher," "paid attention to the task" and "responded to the teacher's questions" "all of the time" or "most of the time." Few observations noted students asking questions and neither group observed students responding to other students' questions.

Student Opinionnaire

Students were asked about their progress in the content areas that were included in the objectives in their educational plans. For example, "What have you learned new in reading during the past month?" The majority of students were able to express specific new skills that had been learned. A sample of responses were: For reading—"vowels, blends," "sound out bigger words," "I can read faster, I've learned new words." For math—"How to borrow numbers in subtraction," "Division, multiplication," "Multiplication using numbers with zeros," "I know the times tables better." Students were also asked about the relevance of their learning to their everyday life. Some of the responses were as follows: "Labels on things—I can read them—I might miss a few words—but there was a time when I wouldn't try at all," "It helps me read newspapers." "I'm using my figuring everyday. I'm thinking about much more now—How the government and state beat me out of my money." "When I'm shopping in stores, I'm more aware of what they're adding up."

It was also of interest to know how students obtained feedback concerning their progress—Did the teacher tell them they were learning better? Did they obtain higher test grades? Some sample responses for the question, "How do you know when you are learning to do better?", are listed here: "When I can do it (Math) all by myself without any help," "Tutor, would know how I read it and say, 'Good' or 'You need practice'," "By the test scores—By getting better marks."

Several questions solicited the students feelings towards the Center. The question, "If you had friends who did not know anything about the Center, what would you tell them if they wanted to know about it?", obtained the following responses: "I've told them how good it is. But if my friend's in high school, I tell them to stay there because why should they drop out." "I'd tell them you're missing out on a whole world if you don't learn. The more you learn the more you want to learn." "A very nice place where you can learn, study." Another question, "How would you feel if this center closed down for good?" gave the following responses: "I'd feel rotten," "I'd be messed up. I'd be back on the streets," "I would feel very bad. I'd try to find some place to go." Answers to the hypothetical question "If you could not come here (Plainfield Adult Center) to learn, what would you do?" solicited a variety of responses. Answers ranged from "I would just find somewhere else to go to school" and "I'd seek another place" to "I'd just try to learn what I could at home" and "I'd stay home and watch soap operas."

Teacher Opinnionaire

Subsequent to obtaining an individualized educational plan, the progress of the majority of students was rated as "adequate," i.e. "The same as past performance." The one student whose teacher rated his progress in reading comprehension as "inadequate" attributed it to poor attendance at the Center and the student's lack of attention to tasks when in attendance. All the information contained in all but one student's IEP was rated as either "very useful" or "useful." Answers to the question, "What problems did you encounter in trying to implement this student's IEP during the past (time period) ?" fell into three categories. Teachers either had "no problems," found that materials weren't readily available, or wished that teaching approaches had been explained in more detail.

CHAPTER III

MEASUREMENT OF ADULT LEARNER EXCEPTIONALITY

This project developed a delivery system for adult exceptional learners comprised of interrelated components including educational assessment, programming, staff development and evaluation. Chapter II provided information about the conceptualization and operationalization of these components.

Chapter III will describe the project's attempts to measure, utilizing Quay's model, adult learner exceptionality in the context of the developed system. There were limitations in the project's attempts to measure exceptionality due to several uncontrollable factors:

1. A small initial sample (31) of adult basic education students was reduced in size (17) by the end of the project due to typical reasons for attrition (transiency, gaining employment, sickness, family problems) as well as progression by several students into the GED program.

2. The developmental nature of the system included several problems that arose during the course of the project:

   a. The lack of reliable and valid instruments standardized on an adult population which could be used in the assessment battery;

   b. The need to adjust the amount of time scheduled between assessment and programming, and between implementation and evaluation. The extended period of time needed for the assessment phase reduced the amount of intervention time for implementation of IEP's to a maximum of four months, a very short period from which to draw conclusions regarding program effectiveness.

3. The concurrent Laubach tutorial program and other programs (for example, Life Skills) provided secondary instructional systems. Although there were obvious benefits to the learners, the presence of these secondary systems reduced the opportunity to arrive at clear-cut conclusions attributable to the project's system.

The adult exceptional learners who participated in the project's system have provided information about learner exceptionality which could be measured qualitatively as well as quantitatively, intra-individually, as well as inter-individually. In order to describe the project's attempts to measure adult learning exceptionality, Chapter III is divided into the following major sections:

DESCRIPTION OF THE SAMPLE provides information about who the adults were who participated in the project.

SELF-REPORTED LEARNING PROBLEMS attempts to describe, using Quay's model, adverse early learning experiences and self-perceived process dysfunctions that confronted and still confront the adult exceptional learner. This section also includes an analysis of the relationship between students' perceptions of difficulty/facility and actual performance on assessment instruments.

ACTUAL PERFORMANCE ON ASSESSMENT AND POST TEST INSTRUMENTS includes analysis of performance on each assessment and post test instrument as well as analysis of the statistically significant differences between assessment and post test performance of the post test group.

SIGNIFICANT CORRELATIONS BETWEEN ASSESSMENT INSTRUMENTS attempts to report significant relationships between instruments that could provide one input in determining the content of a modified assessment battery.

DESCRIPTION OF THE SAMPLE

The information contained in this section is a summary of the responses to questions which appear in the Interview Questionnaire. The Questionnaire is found in Appendix A. Responses summarized in tabular form are located in Appendix C.

Who were the thirty-one students who were identified as potential adult exceptional learners and who agreed to participate in the project at the Plainfield Adult Learning Center?

Students who participated in the study ranged in age from seventeen to seventy. One quarter of the sample (25.8%) were between the ages of seventeen and nineteen while three members (9.6%) were over sixty-five. More than half of the students were women (58.1%), and the largest percentage of students were black (90.3%). Thirty-nine percent of the students were employed either full- or part-time while 41.9% were unemployed. Of those who were employed, 54.5% responded that they were service workers and 36.4% were machine operators or craftspeople.

None of the students in the sample completed high school. Four students (12.9%) completed grades 0-4 while eleven (35.5%) completed grades 5-8. More than half of the students (51.7%) completed grades 9-12. Forty-two percent of the students in the project indicated they had repeated at least one grade. The same number of students received special help while they were in school with 41.7% of these students indicating that they received help in "remedial reading."

Over half of the sample (58%) were enrolled at the Plainfield Learning Center between one to six months. Sixteen percent were enrolled between seven months and one year. The remaining students (26%) were enrolled periodically for as long as four years. The mean length of time for enrollment was 10.6 months. Students in the sample enrolled at the Center for a number of reasons: a large number (32.3%) wanted to learn to read and write while 25.8% wanted to get a high school equivalency diploma. Students also indicated that they enrolled for reasons related to personal growth or satisfaction (16.1%) and for skills related to the acquisition or upgrading of a job (12.9%).

SELF-REPORTED LEARNING PROBLEMS

Self-reported Adverse Early Learning Experiences

What were some of the adverse early learning experiences reported by the sample which may account for learner exceptionality?

Quay's model (1973) for educational exceptionality accounts for adverse early learning experiences in the form of experience defects and experience deficits. (The process dysfunction component of Quay's model will be discussed later.) Quay's model provided the approach that was used in designing the components of the assessment battery, particularly in developing the Interview Questionnaire.

Experience defects were defined by Quay as harmful or deleterious early experiences contributing to the learning handicap. Experience dificits were defined as lack of appropriate experiences or limited number of learning experiences. In order to operationalize these definitions, several questions were included in the school and medical history sections of the Interview Questionnaire which addressed these constructs.

Students were asked why their schooling ended in the _____ grade. (Q.41) Responses which could point to possible experience defects were: "I took sick and had a nervous breakdown," "I felt I was dumb. My sister messed my mind up." Potential experience deficits were somewhat easier to discern from the responses. Family responsibility and financial need accounted for most of the reasons students claimed they left school which could be related to experience deficits.

Students were asked what subjects they found hard to learn when they were in grades one to six and in junior and senior high school, and why they thought these subjects were hard for them to learn. (Q.42-49) The answers to the latter question could not be quantified, but they did provide qualitative information concerning adverse early learning experiences. Several students mentioned that a teacher was the reason why a particular subject was hard for them to learn: "The teacher was mean. . . I was afraid of my teacher (social studies)," "The teacher talked too fast. I'm not such a quick thinker (English)." Other responses to these questions which may point to possible experiential defects were: "One reason (for not spelling good) was when I was small, I was sick a lot and missed a lot of school," "My parents said,'Don't read. Work,' No help at home," "I be missing words, and others would laugh (reading)." Possible experience deficits, or the insufficient opportunity to experience the learning situation, were somewhat easier to determine based on the student responses to the same questions. "Started to learn it, but then quit school and forgot it because I didn't use it (math)" "I never could read. . . when they asked me, so they just passed me by," "They kept saying a reading teacher would come to help me. Never came so I left."

Questions were contained in the questionnaire which tried to elicit information about the student's past educational environment. Based on their responses to several of the open-ended questions (Q. 80 and 82) in this section, possible experience defect and deficits could be found. Based on responses to a previous question about who the student remembered best in school (Q. 79—the principal, teacher, friend, etc.), students were asked for the special reason this person was remembered. Several responses were negative in nature. "She was very mean—my 7th grade teacher," "Cause we got in a lot of trouble together (student and a friend)." When asked if there was anything that was disliked about school or that made the student feel uncomfortable, responses related to possible experience defects were given: "When the teacher didn't explain herself clearly," "The noise. It was very noisy." Responses which could be interpreted as potential deficits were: "They push you through school," "Some teachers did not take time with students-no patience." It should be noted that some responses could be interpreted as either defects or deficits.

Learning deficits / defects could also have resulted from severe illness or accidents. The student may have missed a large amount of school due to an accident or illness and/or may have suffered an illness reported in the medical history section which possibly affected ability to learn. One caution must be made. Although several people reported that they either "fell from a third story window," "fell and hit my head," or "fell off the roof" before the age of ten, it cannot be inferred that these were the causative experiences that accounted for poor skill development. The information found in the medical history section was treated as related background data, but was not considered the cause of the student's learning problems.

Self-reported Process Dysfunctions

What were some of the process dysfunctions reported by the sample which may account for learner exceptionality?

Quay's model accounts for process dysfunctions as well as for experiential problems that were discussed earlier. Process dysfunction can be defined as impairment in cognitive processes: reception, information processing and expression. This definition was operationalized in two ways:

1) Questions were developed in the Interview Questionnaire which elicited primarily qualitative responses from the students in regard to their perceived ability to receive, process and express information pertaining to performance of basic skills.

2) The other component of the assessment battery, which included standardized and informal instruments, provided information about their process dysfunctions based on their performance on tests (scores and error analysis).

In this section, self-report data found in the questionnaire will be discussed.

As mentioned earlier in this chapter, qualitative information was obtained from responses pertaining to reasons why students thought certain subjects were hard when they were in school (Q 43-49). Responses indicated experiential as well as process dysfunctions which were confronted by students and which may account for learner exceptionality. Processing impairment could take the form of reception of information. A number of students mentioned problems especially in the areas of reading and spelling: "I could not hear the sounds," "The letters, they sound the same." Several students indicated problems which were related to processing information: "My mind would draw a blank. If someone told me a story, I would comprehend (reading)"; "Nothing seems to stick up there (math)." Expression problems, that is, those problems related to perceptional motor performance or oral expression, also were mentioned by the students: "I could not sound out words (spelling)"; "I had trouble telling what happened. I have trouble expressing myself (reading)."

Self-reported Performance in Specific Tasks and Basic Skills and Its Relationship to Actual Performance

How did adult exceptional learners perceive their past and present behavior and performance in basic skills? What was the relationship between their perceptions and actual performance?

Adult exceptional learners experience learning problems which fall into one or more of the three categories discussed in the above sections. Most often, there is an interaction of all three areas which contribute to the exceptionality. As evidenced in the previous sections, adult learners seemed to be able to recall factors both external (experience defects and deficits) and internal (process dysfunctions) which may have contributed and/or still may contribute to their inability to learn. This section will determine the relationships between their perceptions as children and adults of learning behaviors and performance of basic skills. Learning behaviors are defined as activities which facilitate the learning process. Also, this section will examine the relationship between their perception of how hard or easy it was for them to perform the basic skill and their actual performance of the basic skill on the assessment instruments.

Several questions in the Interview Questionnaire (Q61-78) addressed the learner's perception of his/her learning behavior and performance of basic skills in terms of degree of difficulty/facility as a young girl/boy and as an adult. There were nine pairs of questions which were phrased in the following manner: "As a young girl/boy in school, how hard or easy was it for you to perform learning behavior/basic skill?" "As an adult in class, how hard or easy is it for you to perform learning behavior/basic skill?" These nine pairs of questions sought information pertaining to the following behavior/basic skills:

1. "Pay(ing) attention in class." (learning behavior)
2. "Do(ing) work that needed/s much handwriting." (basic skill)
3. "Learn(ing) new words to read." (basic skill)
4. "Understand(ing) what you read." (basic skill)
5. "Learn(ing) to spell words." (basic skill)
6. "Figure(ing) out arithmetic examples." (basic skill)
7. "Solve(ing) word problems in arithmetic." (basic skill)
8. "Remember(ing) what you heard the teacher say." (learning behavior)
9. "Remember(ing) things when you had/have to take a test." (learning behavior)

Table 3.1 on the next page depicts the responses to the nine pairs of questions as well as the relationship between the student's perception as a child and as an adult.

TABLE 3.1

RELATIONSHIP BETWEEN CHILD/ADULT RESPONSES OF PERCEPTION OF DEGREE OF DIFFICULTY/FACILITY OF LEARNING BEHAVIOR/PERFORMANCE OF BASIC SKILLS

(N = 31)

Task/Basic Skill	"Very Hard"/ "Hard"		"Neither Hard nor Easy"		"Easy/ "Very Easy"		Correlation(r) Between Child/Adult Responses	Level of Signif icance
	Child	Adult	Child	Adult	Child	Adult		
1. Paying Attention in Class	38.8%	3.2%	12.9%	22.6%	48.4%	74.2%	.42	.01
2. Handwriting	40.0%	22.6%	10.0%	12.9%	50.0%	64.5%	.65	.001
3. Learning New Words	67.8%	22.6%	9.7%	19.4%	22.6%	58.1%	.48	.003
4. Understanding what is read	77.4%	32.3%	12.9%	19.4%	9.7%	48.4%	.51	.002
5. Spelling	53.3%	35.5%	23.3%	25.8%	23.4%	38.7%	.58	.001
6. Arithmetic Examples	45.1%	40.0%	16.1%	13.3%	38.7%	46.6%	.59	.001
7. Atithmetic Word Problems	67.7%	51.7%	16.1%	20.7%	16.1%	24.1%	.54	.001
8. Remembering What heard Teacher say	22.6%	6.7%	16.1%	16.7%	61.3%	76.7%	.46	.005
9. Remembering for Tests	51.6%	20.0%	25.8%	26.7%	19.4%	53.3%	.44	.007

Referring to Table 3.1 more than three-quarters of the students (77.4%) reported that reading comprehension was "very hard or hard" as a child. "Learning new words" and arithmetic word problems" were also rated "very hard or hard" as a child by a large number of students (67.8% and 67.7% respectively). More than half of the students (61.3%) found "remembering what heard teacher say" either "easy" or "very easy" as a child.

Only one basic skill was judged as being "very hard or hard" by 51.7% of the sample. "Reading comprehension" which was rated the highest on degree of difficulty as a child, received only 32.3% of the "very hard" or "hard" adult responses. On the other end of the spectrum, more than three-quarters of the students (48.7%) found "remembering what they heard teacher say" either "easy" or "very easy" as an adult while "paying attention in class" was perceived as "easy" or "very easy" by 74.2% of the sample.

Table 3.1 depicts the relationship between the student's perception as a child and as an adult. Although the relationships (correlations) were only moderate, they were statistically significant (p=.01). The strongest relationship (.65) involved "handwriting," a skill which provides immediate feedback, while the weakest relationships were the learning behaviors: "paying attention" (.42), "remembering for tests" (.44), and "remembering what you heard the teacher say" (.46). These three learning behaviors were harder to evaluate by the learner since they tended to be more abstract and more difficult to measure.

Although the adults in the sample reported basic skills as being hard or easy, how did they perform on the test which measured the basic skill? Correlations were also computed between the reported ease/difficulty of the basic skills as an adult in order to determine whether the students' responses were related to how they performed on the assessment instruments. Correlations were performed only with basic skills, not learning behaviors.

The following table, Table 3.2, depicts the relationship between the reported difficulty/facility of the performance of the basic skill and the actual performance on the assessment instruments which measured the skill.

TABLE 3.2

RELATIONSHIP BETWEEN SELF-REPORTED DIFFICULTY/FACILITY OF BASIC SKILLS AS AN ADULT AND ACTUAL TEST PERFORMANCE

(N = 31)

Basic Skill	Instrument	Correlation (r)	Level of Significance
1. Handwriting	Ayres Handwriting Sample (grade Score)	.50	.01
2. Learning new words	Individual Reading Placement Inventory (IRPI)		
	Word Recognition	.45	.01
	Paragraph Reading	.39	.02
	ABLE-Spelling (raw score)	.41	.01
	Ayres Handwriting Sample (grade score)	.35	.03
	Cyzyk-Letter Forms	.31	.04
3. Understanding what is read	IRPI-Word Recognition	.34	.03
	Paragraph Reading	.39	.02
	Cyzyk-Letter Forms	.30	.05
4. Spelling	IRPI-Word Recognition	.40	.01
	Paragraph Reading	.51	.01
	ABLE-Spelling (raw score)	.49	.01
5. Arithmetic examples	ABLE-Math (raw score)	.34	.03
6. Arithmetic word problems	Ayres Handwriting Scale (grade score)	.36	.03

As can be noted in the table, positive correlations were found between self-reported difficulty/facility of a basic skill and actual performance of the basic skill on the test. The correlations were moderate, therefore, although a relationship existed between students' perception and performance, it was not exceptionally strong. However, if a student was asked how hard or easy it was for her/him to spell and if the response was "very hard/hard," there existed the probability that the student would not perform well on the ABLE-spelling.

ACTUAL PERFORMANCE ON INITIAL ASSESSMENT AND POST TEST INSTRUMENTS

How did the adult exceptional learner perform on the assessment and post test instruments?

This section of the chapter contains quantitative information about the adult exceptional learner's performance on assessment and post test instruments. The instruments selected were keyed to behaviors related to process dysfunctions (reception, processing and expressing information.) Chapter II, section on Instrumentation provides the rationale for selecting instruments administered to the students in this project.

Assessment Phase

The assessment phase started at the beginning of October and lasted until the beginning of January. Post testing took place during the first two weeks in May. Implementation of IEP did not begin until the final week in January.

Table 3.3 on the following page provides a profile of the total group performance on the assessment instruments. The highest score attainable (the maximum possible score a student could achieve on a test), the mean score, and the standard deviation are provided for each instrument in the assessment. An Independent Writing Sample was also part of the battery. However, this was not scored but was used as a diagnostic instrument.

TABLE 3.3
TOTAL ASSESSMENT GROUP RESULTS

(N = 31)

	Instrument	Highest Score Attainable	Mean Score	Standard Deviation
1.	ABLE			
	Spelling-Raw	30	18.1	9.2
	Spelling-Grade	6.0+	3.7	1.9
	Math-Raw	30	13.8	6.2
	Math-Grade	6.0+	4.2	1.1
2.	Individual Reading Placement Inventory			
	Word Recognition (n=14)	7.0+	4.4	2.1
	Paragraph Reading (n=18)	7.0+	3.7	2.0
	Auditory Discrimination			
	Initial Sounds	10	7.9	2.3
	Short Vowel Sounds	5	2.9	1.3
	Long Vowel Sounds	5	2.9	1.3
	Word Endings	10	7.5	2.3
	Initial Blends and Digraphs	10	4.7	2.7
3.	Oral Language Checklist			
	Speaking Items			
	#1 "Difficulty making certain speech sounds"	3	1.7	1.2
	#2 "Hesitant to speak"	3	1.8	1.1
	#3 "Speaks slowly"	3	2.0	1.1
	#4 "Incorrect word order in sentences"	3	2.5	0.8
	#5 "Difficulty finding words to explain something"	3	2.1	1.0
	#6 "Uses habitual expressions"	3	2.4	1.0
	#7 "Difficulty expressing ideas"	3	2.0	1.0
	Total Score for Speaking	21	16.1	4.7
	Understanding Items			
	#1 "Understands general meaning, not individual words"	3	2.3	0.8
	#2 "Difficulty understanding complex sentences"	3	1.5	0.9
	#3 "Difficulty understanding conversational language"	3	2.5	0.7
	#4 "Recalling things you tell him."	3	1.2	0.7
	Total Score for Understanding	12	7.5	2.5
	Vocabulary	3	1.9	0.4
4.	Ayres Scale for Handwriting Speed			
	Raw	100	55.7	22.2
	Grade	11.2	6.0	2.8
5.	Cyzyk Pre-Reading Inventory			
	Letter Forms	12	10.8	1.7
	Word Forms	15	13.9	1.8
	Letter Discrimination	8	7.6	1.5
	Digit Discrimination	5	4.7	0.5
6.	Detroit Tests of Learning Aptitude			
	Visual Attention Span for Objects-Simple	70	47.9 (M.A.*=11.0)	8.1
	Visual Attention Span for Objects-Weighted	406	249.6	65.5
	Memory for Designs	44	30.6 (M.A.=11.6)	9.1
	Auditory Attention Span (Words)	19.0	7.2 (M.A.)	1.5
	Oral Directions	19.0	8.6 (M.A.)	6.8
7.	Peabody Picture Vocabulary Test (Raw)	150	84.9 (M.A.=12.1)	8.9
8.	Rosenberg Self Esteem Scale	6	3.6	1.2

*M.A. = Mental Age

What general comments can be made about the performance of the adult exceptional learners in this study?

When one examines the group results for each instrument one must proceed with caution for a number of reasons:

1. Adult exceptionality may vary intraindividually. Due to the interaction of experience defects, deficits and process dysfunctions, an adult may have exceptional learning difficulty in math while she/he may be reading beyond the seventh grade equivalent level.
2. Adult exceptionality may vary interindividually. Due to the interaction of experience defects, deficits and process dysfunctions, an adult may have exceptional learning difficulty in word recognition while another may have exceptional learning difficulty in reading comprehension, but both are able to spell beyond the seventh grade equivalent level.
3. A number of the instruments are formal measures normed on children or youth (Detroit Tests of Learning Aptitude, Peabody Picture Vocabulary Test).
4. A few of the standardized instruments have not been sufficiently normed for the population group under consideration (ABLE Spelling and Math subtests and Individual Reading Placement Inventory).
5. Several of the instruments are informal measures and reliability and validity have not been established. (Ayres Handwriting Scale, Oral Language Checklist, Cyzyk Pre-Reading Inventory).

Proceeding with caution due to the nature of the exceptionality constructs and the limitations imposed by some of the instruments, the following comments can be made regarding the performance of the initial group on each assessment instrument.

1. ABLE

Spelling

Both the raw scores and grade equivalent scores were included in the data analysis since it was felt that the raw scores would enable finer discrimination of performance. Discussion here will be limited to grade equivalent scores. The highest grade equivalent score attainable on the test was 6.0+. The mean for the group was 3.7 with a standard deviation of 1.9. Scores falling within one standard deviation of the mean ranged from 1.8 to 5.6. Publishers of the ABLE extend a caution to users of the test that comparisons of scores should be made only between members of a student's own group and between members of groups similar to their own background.

Math

Similar to the spelling subtest, grade equivalent scores will be discussed although raw scores were also used in the analysis. The highest grade equivalent score attainable on the test was 6.0+. The mean for the group was 4.2 with a standard deviation of 1.1. Scores falling within one standard deviation of the mean ranged from 3.1 to 5.3.

2. Individual Reading Placement Inventory

Word Recognition

Although all the students in the sample (31) were administered the Word Recognition subtest, fourteen instruments were used for group analysis due to variations in examiners' scoring. The highest grade level score attainable on this subtest was 7.0+. The mean for the group was 4.4 with a standard deviation of 2.1. Scores falling within one standard deviation of the mean ranged from 2.3 to 6.5.

Paragraph Reading

Eighteen of the instruments were used due to variations in scoring. The highest grade level attainable on this subtest was 7.0+. The mean for the group was 3.7 with a standard deviation of 2.0. Scores falling within one standard deviation of the mean ranged from 1.7 to 5.7. Students scored higher on word recognition than they did on paragraph reading. Perhaps this was due to the difference in complexity between reading words and understanding a paragraph.

Auditory Discrimination

Students seemed to have most difficulty with initial blends and digraphs. The highest raw score attainable on this subtest was 10. The mean for the group was 4.7 with a standard deviation of 2.7. Scores falling within one standard deviation of the mean ranged from 2.0 to 7.4. Initial sounds and word endings presented a lesser amount of difficulty. The highest raw score attainable on these two subtests was 10. The mean for initial sounds was 7.9 with a standard deviation of 2.3. Scores falling within one standard deviation of the mean ranged from 5.6 and 10. The mean for word endings was 7.5 with a standard deviation of 2.3. Scores falling within one standard deviation of the mean ranged from 5.2 to 9.8.

Scores were the same on short and long vowel sounds. The highest raw score attainable on these two subtests was 5. The mean for both was 2.9 with a standard deviation of 1.3. Scores falling within one standard deviation of the mean was 1.6 and 4.2. A number of students in the sample were born and raised in the South and their inability to discriminate between sounds may have been due to the difference in dialect rather than to a dysfunction of the auditory modality.

3. Oral Language Checklist

The Checklist contained seven speaking items, four understanding items, and one vocabularly item. If a student received the highest score attainable, she/he did not have apparent difficulty in speaking and understanding according to the observer. The scoring system for the Oral Language Checklist was as follows: 0=often, 1=sometimes, 2=rarely, 3=not apparent.

Among the Speaking Items, there was most variation in observing Speaking Item #1, "Difficulty making certain speech sounds." The mean score for Speaking Item #1 was 1.7 with a standard deviation of 1.2. Scores falling within one standard deviation of the mean ranged from .5 and 2.9. Variations in observations occurred almost as often for Item #2 "Is hesitant to speak," and Item #3 "Speaks slowly." The mean score for Speaking Item #2 was 1.8 with a standard deviation of 1.1. Scores falling within one standard deviation of the mean ranged from .7 to 2.9. The mean score for Speaking Item #3 was 2.0 with a standard deviation of 1.1. Scores falling within one standard deviation of the mean ranged from .9 to 2.9. Item #4 "Incorrect word order in sentences" observationsvaried least. That is, they seemed least apparent. The mean score for Speaking Item #4 was 2.5 with a standard deviation of 0.8. Scores falling within one standard deviation of the mean ranged from 1.7 and 3. The total raw score for speaking could range from 0 to 21. The mean for the group was 16.1 with a standard deviation of 4.7. Scores falling within one standard deviation of the mean ranged from 11.4 to 20.8.

Among the Understanding Items, there was most variation in observing Understanding Item #4 "Recalling things you tell him/her." The mean for the group was 1.2 with a standard deviation of 0.7. Scores falling within one standard deviation of the mean ranged from .5 to 1.9. This item not only involved understanding but also remembering and expressing which is a more complex skill than the other understanding items. Variations in observations of Item #2 "Difficulty understanding complex sentences" occurred almost as often as Item #4. The mean for the group was 1.5 with a standard deviation of 0.9. Scores falling within one standard deviation of the mean ranged from .6 to 2.4. This item involved a higher level of understanding than "Understanding the general meaning of a phrase but not the meaning of individual words" (Item #1) which had a lesser amount of variability in observations. The mean for the group was 2.3 with a standard deviation of 0.8. Scores falling within one standard deviation of the mean ranged from 1.5 to 3. The item which was observed to occur with least variability was Item #4 "Difficulty understanding conversational language." The mean for the group was 1.2 with a standard deviation of 0.7. Scores ranged from 1.8 to 3.0.

The total raw score for understanding could range from 0 to 12. The mean for the group was 7.5 with a standard deviation of 2.5. Scores falling within one standard deviation of the mean ranged from 5 to 10.

The final section of the Oral Language Checklist attempted to sample vocabulary. On a rating scale of 0-3 (0=inaccurate - 3=rich) students' mean score was 1.9 with a standard deviation of 0.4. Scores falling within one standard deviation of the mean ranged from 1.5 to 2.3. Since this was an informal measure, devised by the project staff, its reliability and validity are questionnable. However, items on the checklist were found to correlate positively with each other. (See last section of this Chapter.)

4. AYRES Scale for Handwriting Speed

Both raw scores and grade scores were used to analyze students' performance on the AYRES. The highest grade score attainable was 11.2. The mean for the group was 6.0 with a standard deviation of 2.8. Scores falling within one standard deviation of the mean ranged from 3.2 to 8.8. This skill seemed to present a fair amount of difficulty to adult exceptional learners. The AYRES is an informal measure originally designed for use with children and adolescents.

5. CYZYK Pre-Reading Inventory - Visual Discrimination Sub-Tests

The CYZYK was divided into four parts. Each part contained a different number of items. On the discrimination of the letter forms subtest, the highest score attainable was 12. The mean for the group was 10.8 with a standard deviation of 1.7. Scores falling within one standard deviation of the mean ranged from 9.1 to 12. The highest score attainable on the word discrimination forms subtest was 15. The mean for the group was 13.9 with a standard deviation of 1.8. Scores falling within one standard deviation of the mean ranged from 12.1 to 15. On the letter discrimination subtest, the highest score attainable was 8. The mean for the group was 7.6 with a standard deviation of 1.5. Scores falling within one standard deviation of the mean ranged from 6.1 to 8. The highest score attainable on the digit discrimination subtest was 5. The mean for the group was 4.7 with a standard deviation of 0.5. Scores falling within one standard deviation of the mean ranged from 4.2 to 5.

The CYZYK did not seem to present too much difficulty to the student. The reason for the high scores may be that the instrument was not capable of locating difficulties except in extreme cases where the learner had severe visual discrimination processing dysfunction. The instrument is an informal measure which has not as yet been normed on adults. The present results would appear to indicate the need for revision of this instrument to increase its discriminating ability.

6. Detroit Tests of Learning Aptitude

The Detroit Tests of Learning Aptitude consist of nineteen subtests which diagnose difficulties in learning abilities. Four subtests were selected from the nineteen to be included in the assessment battery. The students' performance on the subtests will be analyzed individually below but interpretation will follow the last subtest analysis.

Visual Attention Span for Objects

This subtest measured the ability to comprehend through visual reception and attention. This should not be confused with visual acuity. The mean scores provided in Table 3.3 TOTAL INITIAL GROUP ASSESSMENT RESULTS are simple and weighted scores which must be averaged in order to determine mental age. Mental age provided a reference point from which the scores could be analyzed. There were limitations in using mental age, but since the Detroit used mental age in its norming procedure, it was not feasible to extrapolate mental age into a more meaningful score. The highest mental age for all the subtests was 19.0. On the Visual Attention Span subtest, the mean mental age was 11.0. (No standard deviation was obtained for mental age on this subtest).

Memory for Designs

This subtest measured time and space relationships, visual attentive ability and motor ability. Once again the mean score in Table 3.3 must be translated into mental age. For this subtest, the mean mental age was 11.6.

Auditory Attention Span for Related Syllables

This subtest measured auditory attentive ability. The mean mental age for the group on this subtest was 7.2 with a standard deviation of 1.5. Mental ages falling within one standard deviation of the mean ranged from 5.7 to 8.7.

Oral Directions

A number of mental abilities were measured by this test: practical judgement, auditory attentive ability, visual attentive ability and motor ability. The mean mental age for the group on this subtest was 8.6 with a standard deviation of 6.8. Mental ages falling within one standard deviation of the mean ranged from I.8 to 15.4.

INTERPRETATION

When one examines the group results on the Detroit subtests, one must proceed with caution for a number of reasons. These reasons were enumerated on page 41 but can be stated briefly:

1. Adult exceptionality varies intraindividually as well as interindividually. There may be a range or scatter in the mental ages of the subtests for every individual. This same scatter may take place for the whole group.

2. The Detroit has been normed on children and adolescents. As a result, mental ages (norms) provided a reference point which facilitated understanding of the range of exceptionality. Therefore, the "mental ages" arrived at in this study cannot be interpreted as discrete findings.

The four subtestsused in the battery measured specific mental abilities. Chart 3.1, on the next page provides a conceptualization of the abilities measured.

CHART 3.1

Detroit Tests of Learning Aptitude
Subtests and Mental Abilities

Mental Ability

Subtest	Practical Judgement	Time and Space Relationships	Auditory Attentive Ability	Visual Attentive Ability	Motor Ability
Visual Attention Span for Objects				X	
Memory for Designs		X		X	X
Auditory Attention Span for Related Syllables			X		
Oral Directions	X		X	X	X

Students as a group performed better on those subtests involving the visual modality than they did on those that relied primarily on the auditory mode. One possible interpretation is that adults in our society are bombarded with a good deal of visual input (television, magazines, billboard and newspaper pictures, etc.) and the visual has become a more highly developed input mode. If this is the case, then the stronger visual impression might also account for the better expression through the motor channel as seen in the Memory for Designs subtest performance.

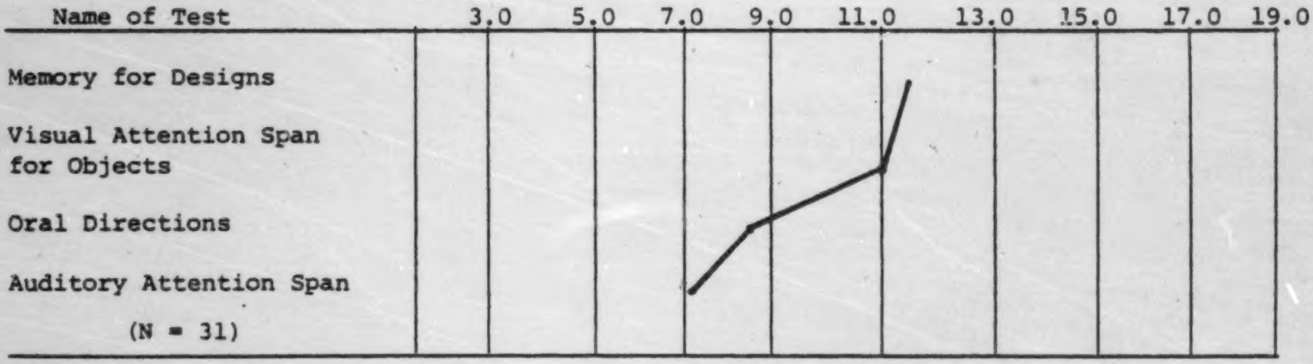
The auditory attentive ability tapped in the "Auditory Attention Span for Related Syllables" subtest may be much more difficult since it requires retention of a verbal sequence, a task less functionally related to the lives of most undereducated adults. The integration required in the "Oral Directions" subtest (synthesizing and processing both auditory and visual information) is perhaps the most difficult of all, and may account for the group's poorest performance on this subtest.

The chart on the following page provides a profile of the group means obtained for each subtest.

CHART 3.2

PROFILE OF DETROIT SUBTEST RESULTS BASED ON

MEAN MENTAL AGES



The chart above represents the profile of the performance of the group on the four subtests of the Detroit. As can be seen, the groups' performance on the first two subtests was better than their performance on the last two subtests. The mean mental ages provide a reference point from which we may begin to understand the range of learning exceptionality of these adult students. However, these results cannot be construed as definitive, but rather as the first step in a long series of steps that need to be taken to understand the information reception, processing and expression of this group.

7. Peabody Picture Vocabulary Test (PPVT)

The PPVT estimated the student's verbal intelligence by measuring her/his hearing vocabulary. The highest mental age obtainable was 17.5. The mean raw score obtained by this group was 84.9. By extrapolating this mean raw score into a mean mental age, the result was 12.1. (No mental age standard deviation was calculated for the PPVT.)

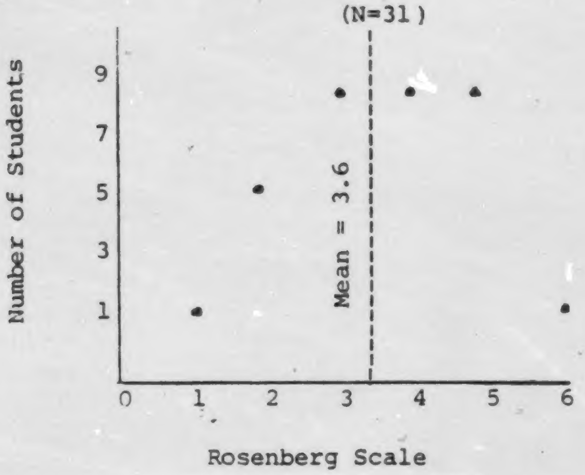
The same cautions must be made in the interpretation of this data as was made in the interpretation of the Detroit subtests. This instrument has been normed on children and youth ranging in age from 2.5 to 18 years. The mental age classification on the PPVT provides a reference point which enables one to begin to understand the range of exceptionality of this adult sample. However, no attempt can be made or should be made to compare the hearing vocabulary of the adults in this sample to the hearing vocabulary of children on whom this test was normed. Additionally, intra-individual differences in scores occur based on changes in behavior due to unique experiences, environmental and otherwise.

8. Rosenberg Self-Esteem Scale

The Rosenberg provided an estimate of an individual's self-esteem. The scale ranged from 0-6. It must be pointed out, however, that the scale does not contain intervals of the same proportions. Rather, the scale must be regarded as a continuum which measures very negative or "no" self-esteem to very high self-esteem. The following chart depicts the location of the students on the self-esteem scale.

CHART 3.3

STUDENT PLACEMENT ON ROSENBERG SELF-ESTEEM SCALE



The mean score on the Rosenberg was 3.6 and the standard deviation was 1.2. Scores falling within one standard deviation of the mean ranged from 2.4 to 4.8. The main reason for including the Rosenberg in this assessment battery was to determine the relationship between self-esteem and performance on tests. The Rosenberg has been used with a wide variety of samples and has been correlated with several similar measures (for example, Coopersmith's Self-Esteem Inventory, r=.59).

Post Test Phase

Post testing was conducted during the final two weeks in May. The maximum instructional intervention period for project students following the implementation of the IEP was a span of four months (beginning of January through the end of April). However, the amount of time per individual student differed based on expressed availability and individual attendance patterns. The original assessment group sample of 31 gradually reduced over the four month span to 17 by post testing time. (See Chapter II for more detail on reasons for attrition.)

Although each student did not have objectives specified in his/her IEP for each basic skill, post testing was conducted in all basic skills in which the student had not achieved the highest score possible during the initial assessment. Students in the Post test group were administered the Individual Reading Placement Inventory (Form B) - Word Recognition and/or Paragraph Reading if they did not score 7.0+ in the Individual Reading Placement Inventory (Form A) - Word Recognition and/or Paragraph Reading during the assessment phase. If they did not score 6.0+ in the ABLE (Form A) Spelling and/or Math during the assessment phase, they were administered the ABLE (Form B) Spelling and/or Math. All students were given the Thoughts About Myself Questionnaire in which the Rosenberg Self-Esteem Scale was imbedded. All items which composed the Rosenberg were lifted from the "Thoughts" and were scored exactly as they had been scored during the initial assessment. Table 3.4 provides the Post test group results.

TABLE 3.4

POST TEST GROUP RESULTS

Instrument	Highest Score Attainable	Mean Score	Standard Deviation
1. ABLE			
Spelling-Raw score	30	15.1	9.1
-Grade equivalent	6.0+	2.8	1.6
(n=13)			
Math-Raw score	30	18.0	6.1
-Grade equivalent	6.0+	4.9	1.0
(n=16)			
2. Individual Reading Placement Inventory			
Word Recognition (n=13)	7.0+	4.4	0.5
Paragraph Reading (n=15)	7.0+	3.8	2.3
3. Rosenberg Self-Esteem Scale (n=17)	6	4.4	1.1

Differences Between Assessment and Post Test Performance

The assessment score means of those students who continued to participate in the project (n=17) were matched to their post test mean scores. The pairs of score means were correlated in order to determine whether a statistically significant difference existed between the assessment and post test score means of the students. The following question was investigated: Were statistically significant differences found between the assessment and post test performance of the post test group on selected instruments?

1. ABLE

Spelling

There was no statistically significant difference in scores of those students who were administered the ABLE Spelling Form A and Form B (n=13). The assessment raw score mean was 15.0 (S.D.=8.2) while the post test mean was 15.1 (S.D.=9.1). In terms of grade equivalent scores, the change was negligible. That is, the assessment grade equivalent score mean was 2.6 and the post test mean was 2.8 with a standard deviation of 1.6. Scores falling within one standard of the mean ranged from 1.2 to 4.4. There was no measurable improvement in spelling performance for the group who were administered the ABLE Spelling Form B.

Math

There was a significant difference found ($p<.02$) between the assessment raw score mean and post test mean of those students who were administered the Math Form B (n=16). The assessment raw score mean was 14.6 (S.D.=6.1) and the post test mean was 18.0 (S.D.=6.2). In terms of grade equivalent scores, the change was significant. That is, the assessment grade score mean was 4.4 and the post test mean was 4.9 which was a half grade equivalent difference. The standard deviation was 1.0. Scores falling within one standard deviation of the mean ranged from 3.9 and 5.9. Thus, students who were administered the ABLE Math Form B improved their math performance.

2. Individual Reading Placement Inventory (IRPI)

Word Recognition

There was a significant difference found ($p<.01$) between the assessment level mean and the post test mean of those students who were administered the Word Recognition Form B (n=13). The assessment mean was 3.8 (S.D.=.6) and post test mean was 4.4 with a standard deviation of 0.5. Scores falling within one standard deviation of the mean ranged from 3.9 to 4.9. Thus, there was a little more than a half level (.6) improvement in word recognition.

Paragraph Reading

There was no significant difference in levels of those students who were administered Paragraph Reading Form B (n=15) and their Form A assessment results. The assessment mean was 3.5 (S.D.=1.7) and the post test mean was 3.8 with a standard deviation of 2.3. Scores falling within one standard deviation of the mean ranged from 1.5 to 6.1. The change in level was negligible (.3). Thus, there was no measurable improvement in paragraph reading performance on the post test.

3. Rosenberg Self-Esteem Scale

All students in the post-test group (N=17) were administered the Thoughts About Myself Questionnaire which had the Rosenberg Self-Esteem Scale imbedded in it. The assessment mean was 3.7 (S.D.=1.3) while the post test mean was 4.4 (S.D.=1.3). Scores falling within one standard deviation of the mean ranged from 3.1 to 5.7. The .7 difference between means was found to be statistically significant. In other words, the post testgroups' self-esteem scores improved significantly. This data was encouraging since degree of self-esteem also had been found to correlate positively with a number of the instruments in the assessment battery. (See next section for correlations of instruments and their possible implications for assessment modifications.)

Table 3.5 below presents the statistically significant differences between means of the initial assessment and post test instruments.

TABLE 3.5

POST TEST GROUP ASSESSMENT AND POST TEST PERFORMANCE DIFFERENCES

Instrument	Assessment Mean	Post test Mean	t-ratio	Level of Significance
ABLE Math (raw score) (n=16)	14.6	18.0	-2.7	.02
IRPI Word Recognition (n=13)	3.8	4.4	-2.9	.01
Rosenberg Self-Esteem Scale (n=17)	3.7	4.4	-2.2	.04

On the basis of these results, it appeared that math and word recognition performance could be improved significantly within a short time. If the period of intervention had been longer, i.e. one year, perhaps changes may have been noted in spelling and paragraph reading performance. Speculations concerning the reasons for lack of change included degree of complexity of the skills, mode of instruction, intra- and inter-individual range of educational exceptionality, and the modality through which the basic skill test items were received, processed and expressed. For example, math and word recognition items were received through the visual modality while spelling items were received through the auditory modality. Paragraph reading integrated both visual and auditory reception.

SIGNIFICANT CORRELATIONS BETWEEN ASSESSMENT INSTRUMENTS

Which assessment instruments correlated significantly with other assessment instruments? Which assessment instruments measured basic skills in a manner useful for discriminating between adult exceptional learners?

A statistical procedure was utilized, (Pearson Product-Moment Correlation) which correlated each test and its subparts with every other instrument and its subparts. A positive relationship between measures meant that students who obtained high scores on one instrument tended to score high on the other instrument. The converse was also true. To be statistically significant, a coefficient of correlation (r) calculated between 31 pairs of measures had to be approximately .31 at the .05 level. When correlations below .31 or no correlations were found, any of several possiblities may have accounted for the lack of relationship:

1. the instruments were measuring different things;
2. the instruments were not reliable (for example, standardized formal measures were correlated with informal measures);
3. the range in scores of one instrument was restricted to either very high or very low scores (for example, most students scored very high on the CYZYK which restricted the range of scores and therefore minimized the variability between itself and other instruments.)

Why were these correlations performed?

One of the goals of this study was to develop an assessment battery which could be used with adult exceptional learners. It would be unrealistic to expect that counselors and teachers would be able to replicate, or would have the time and funds to replicate, the assessment procedures that were used in this study. How then might the project assessment battery be modified into a more manageable battery? The results of the correlation analysis provided one input in determining the contents of the modified assessment battery. Other inputs include expertise needed to administer the test, cost of the test, time needed to administer the test, etc. (See Handbook for more details).

INSTRUMENT CORRELATION MATRIX Table 3.6 found on the next page reports the correlations between instruments which were found to be statistically significant at the .05 level. Since the instruments appear in abbreviated form, a key is provided on the page following the MATRIX (p. 54).

TABLE 3.6

INSTRUMENT CORRELATION MATRIX (N=31)

INSTR.		IRPI							ABLE				OLC				
		WR	PR	IS	SVS	LV	WE	IBD	RSAS	GS	RSAM	GM	SPKI	II	III	IV	V
	WR		.59	.37			.41	.41	.82	.78	.39	.42					
I	PR	.59						.36	.53	.52							
R	IS	.37							.36	.39	.63	.64					.38
P	SVS					.45	.38							.37	.52		
I	LV				.45			.40					.44		.43		
	WE	.41			.38				.36	.38	.43	.43					
	IBD	.41	.36			.40										.37	
A	RSAS	.82	.53	.36			.36			.98	.39	.38					
B	GS	.78	.52	.39			.38		.98		.38	.37	.41				
L	RSAM	.39		.63			.43		.39	.38		.97					
E	GM	.42		.64			.43		.38	.37	.97						
	SPKI					.44				.41					.47	.38	.46
	II				.37										.52	.50	
	III				.52	.43							.47	.52			.39
	IV							.37					.38	.50			.64
O	V			.38									.46		.39	.64	
L	VII				.36								.51	.50	.56	.43	.57
C	TS				.48	.55							.66	.69	.77	.61	.65
	UNDI			.48	.35								.50	.51		.37	
	II	.41							.44	.49			.61			.39	
	III				.49	.55							.41	.49	.62	.59	.36
	IV		.36					.35					.36	.47			
	TSU	.43		.36	.46	.54	.39	.50					.64	.58	.38	.58	.41
	VOC			.56			.35				.36						.36
ROS		.55	.49	.43				.37	.56	.57							
A Y	RSAY												.47				
R	GA												.46				
C Y	LF																
Z	WF						.37				.37					.44	
D	V																
E	M																.38
T	AA															.41	.46
P	RSP													.35	.53		
E A																	

OLC (cont'd)								ROS	AYRES		CYZYK		DETROIT			PEA
VII	TS	UNDI	II	III	IV	TSU	VOC	ROS	RSAY	GA	LF	WF	V	M	AA	RSP
			.41			.43		.55								
					.36			.49								
		.48				.36	.56	.43								
.36	.48	.35		.49		.46										
	.55			.55		.54										
						.39	.35					.37				
					.35	.50		.37								
			.44					.56								
			.49					.57								
							.36					.37				
.51	.66	.50	.61	.41	.36	.64			.47	.46						
.50	.69	.51		.49	.47	.58										.35
.56	.77			.62		.38										.53
.43	.61	.37	.39	.59		.58						.44			.41	
.57	.65			.36		.41	.36							.38	.46	
	.81		.39	.49	.39	.54	.36						.45			
.81		.54	.44	.69	.45	.71	.39									
	.54		.37	.46		.75										
.39	.44	.37				.63				.40						
.49	.69	.46				.63						.45				
.39	.45					.62										
.54	.71	.75	.63	.63	.62											
.36	.39							.42								
							.42					.44				
										.93						
			.40						.93			.36				
												.47				
				.45				.44		.36	.47					
.45																
					.40											

KEY TO INSTRUMENT CORRELATION MATRIX

IRPI	Individual Reading Placement Inventory	
	WR	Word Recognition
	PR	Paragraph Reading
	IS	Initial Sounds
	SVS	Short Vowel Sounds
	LV	Long Vowels
	WE	Word Endings
	IBD	Initial Blends and Diagraphs
ABLE	ABLE	
	RSAS	Raw score ABLE spelling
	GS	Grade score ABLE spelling
	RSAM	Raw score ABLE math
	GM	Grade score ABLE math
OLC	Oral Language Checklist	
	SPK I	Has difficulty making certain speech sounds
	SPK II	Is hesitant to speak
	SPK III	Speaks slowly
	SPK IV	Uses incorrect word order in sentences
	SPK V	Has difficulty finding words needed to explain something, to name objects, or relationships
	SPK VII	Has difficulty expressing ideas
	TS	Total speaking score
	UND I	Understands general meaning of phrase or sentence, but not the meaning of individual words
	UND II	Has difficulty understanding complex sentences
	UND III	Has difficulty understanding conversational language
	UND IV	Has difficulty recalling things you tell her/him
	TSU	Total understanding score
	VOC	Vocabulary
ROS	Rosenberg Self-Esteem Scale	
AYRES	AYRES Handwriting Scale	
	RSAY	Raw score
	GA	Grade score
CYZYK	CYZYK	
	WF	Word Forms
	LF	Letter Forms
DET	Detroit Tests of Learning Aptitude	
	V	Visual Attention Span for Objects
	M	Memory for Designs
	AA	Auditory Attention Span
PEA	Peabody Picture Vocabulary Test (PPVT)	
	RSP	Raw score

In order to answer both questions which appeared at the beginning of this section:

> Which assessment instruments correlated significantly with other assessment instruments? Which assessment instruments measured basic skills in a manner useful for discriminating between adult exceptional learners?

each instrument was evaluated based on the results of the significant correlations found between it and all other instruments.

The following instruments correlated positively and significantly with other assessment instruments:

1. Individual Reading Placement Inventory (IRPI)

Word Recognition (WR)

Word Recognition (WR) correlated positively with IRPI Paragraph Reading (PR), Initial Sounds (IS), Word Endings (WE), Initial Blends and Digraphs (IBD); ABLE Spelling (RSAS and GS), ABLE Math (RSAM and GM); Oral Language Checklist Understanding Item II ("Difficulty understanding complex sentences") (OLC) and Total Score for Understanding (TSU); and Rosenberg Self-Esteem Scale (ROS). Thus, a relationship existed between performance on Word Recognition and performance on these other instruments. The IRPI Word Recognition seemed to be measuring this basic skill in a manner useful for discriminating between adult learners.

Paragraph Reading (PR)

This test correlated positively with IRPI Word Recognition (WR), Initial Blends and Digraphs (IBD); ABLE Spelling (RSAS and GS); Understanding Item #IV ("Recalling things you tell him/her"); and the Rosenberg (ROS). Thus, students' performance on paragraph reading correlated significantly with these other instruments. It also seemed to be measuring this basic skill in a manner which discriminated between adult learners.

Auditory Discrimination — Initial Sounds (IS), Short Vowel Sounds (SVS), Long Vowels (LV), Word Endings (WE), Initial Blends and Digraphs (IBD)

The auditory discrimination subtest of the IRPI, which included the above components, correlated positively with each other and IRPI Word Recognition (WR), Paragraph Reading (PR); ABLE Spelling and Math; CYZYK Word Forms (WF); all but one Speaking Item (#VI "Uses habitual expressions") of the Oral Language Check list (OLC) and the Rosenberg (ROS). Thus, performance on the auditory discrimination subtest related positively to performance on these other instruments.

2. ABLE

Spelling (RSAS and GS)

ABLE Spelling (RSAS and GS) correlated positively with IRPI Word

Recognition (WR), Paragraph Reading (PR), Word Endings (WE); ABLE Math (RSAM and GM); Oral Language Checklist Speaking Item #I ("Has difficulty making certain speech sounds"), Understanding Item #II ("Has difficulty understanding complex sentences") (OLC) and the Rosenberg (ROS). Thus, there was a relationship between performance on the ABLE Spelling and on these other instruments. The test seemed to be measuring this basic skill in a manner useful for discriminating between adult learners.

Math (RSAM and GM)

ABLE Math correlated positively with IRPI Word Recognition (WR), Initial Sounds (IS) and Word Endings (WE); ABLE Spelling (RSAS and GS). Thus, performance on the ABLE Math related positively to performance on these other instruments. The test seemed to be measuring this basic skill in a manner useful for discriminating between adult learners.

3. Oral Language Checklist (OLC)

All items on the Oral Language Checklist except for Speaking Item #VI ("Using habitual expressions") were found to correlate positively with each other and with other instruments. These instruments included all parts of the Individual Reading Placement Inventory (IRPI), ABLE Spelling and Math, and the Detroit Tests of Learning Aptitude. Only the Vocabulary (VOC) item on the OLC correlated positively with the Rosenberg. Although the Checklist was an informal measure designed for use in this project, it seemed to be able to discriminate between adult learners.

4. Rosenberg Self-Esteem Scale (ROS)

The Rosenberg was found to be positively related to performance on a number of instruments: Individual Reading Placement Inventory (IRPI), ABLE Spelling (RSAS and GS), AYRES (RSAY and GA), CYZYK Word Forms (WF), and Vocabulary (VOC) on the Oral Language Checklist. Although positive correlations with the Rosenberg were limited to only eight instruments, these results are encouraging. Additionally, it was found that there was a statistically significant difference between means of the Post test Group Assessment and Post test self-esteem scores. That is, the Post test Group self-esteem scores improved significantly. Further research should be conducted which explores in depth the relation between self-esteem and test-performance of adult exceptional learners.

Several tests that were administered did not correlate significantly with other tests. These tests were:

5. AYRES Handwriting Scale (RSAY and GA) did not correlate significantly with other tests and did not discriminate between adult learners.

6. The subparts of the CYZYK did not correlate significantly with the subparts of the Individual Reading Placement Inventory or the Detroit Test of Mental Abilities with which they logically should have correlated. As far as we could determine, the CYZYK measured pre-reading skills at such a low level that it did not discriminate between adult learners.

The CYZYK thus seemed to be useful in testing the lower limits of a person's pre-reading ability only when that person had missed all the IRPI Level I tests.

7. The subtests of the Detroit Tests of Learning Aptitude did not correlate with other tests scores in a manner consistent with logical expectations. However, the lack of correlation may be due to the reasons stated at the beginning of this section:

1. The instruments were measuring different things. Although it was assumed that certain constructs were being measured, this was not the case. Other unidentified constructs were being measured.

2. The Detroit was a standardized instrument while most other instruments were not standardized. Although the Detroit did not seem to be measuring, based on the correlational analysis, learning aptitude in a manner useful for discriminating between adult learners, the Detroit subtest provided useful information about individual student performance on subtests, which required auditory or visual reception. However, the patterns which emerged in the assessment requires much more study (See Chapter III, Assessment Phase Section, Detroit Tests).

8. The Peabody Picture Vocabulary Test (RSP) did not correlate significantly with other tests and did not discriminate between adult learners. The lack of correlation may be due to the same reasons that were stated above for the Detroit. No statements can be made without further research.

Thus, the following instruments correlated positively and significantly with other assessment instruments:

1. Individual Reading Placement Inventory

    Word Recognition
    Paragraph Reading
    Auditory Discrimination

2. ABLE

    Spelling
    Math

3. Oral Language Checklist

4. Rosenberg Self-Esteem Scale

The following instruments did not correlate significantly with other assessment instruments:

1. AYRES Handwriting Scale

2. CYZYK

3. Detroit Tests of Learning Aptitude

4. Peabody Picture Vocabulary Test

SUMMARY

This project attempted to measure adult learner exceptionality, utilizing Quay's model (1973), in the context of an educational delivery system that incorporated both assessment and instructional services for ABE exceptional learners. To reiterate what was stated at the beginning of the chapter, there were limitations in the project's attempts to measure exceptionality in the context of the delivery system due to several uncontrollable factors: small sample size, developmental nature of the system, and concurrent secondary instructional systems. Additionally, there was no control sample that could provide a comparison group of ABE students who did not participate in the delivery system. Thus, analysis must be interpreted with extreme caution.

This project has only begun to examine the nature of adult learner exceptionality. Quay's model provided the framework from which three constructs were measured: experience defects, deficits and process dysfunctions. Utilizing the Interview Questionnaire as one source of data, it seemed that adults could provide important information about their past and present deficient and defective learning experiences. Much of the data contained in the Questionnaire was not coded for computer purposes but provided qualitative background information in developing the Individual Educational Plan (IEP). However, one could ask: Is this data accurate? There is no way to determine accuracy of the responses related to their perception of deficient and defective learning experiences. However, the responses pertaining to their perception of process dysfunctions and basic skill deficiencies were measured both qualitatively and quantitatively. Qualitative information was utilized in the IEP while quantitative data was analyzed statistically.

The Interview Questionnaire data pertaining to their perception of degree of difficulty/facility in performing basic skills as an adult was related, although moderately, to their performance on standardized and informal assessment instruments. Thus, the self-report data pertaining to perception of degree of difficulty/facility in performance of basic skills seemed fairly accurate. Further research is needed to measure relationships between student reports and actual performance since self-report data could be an effective means of determining areas of educational exceptionality.

What generalizations can be made about the performance of this group on assessment instruments which measured basic skills?

Based on assessment data, this group performed better in math than they did in spelling and achieved higher scores in word recognition than they did in paragraph reading. Among communication skills, not recalling things told her/him, not understanding complex sentences, difficulty in making speech sounds, and hesitancy in speaking were observed to occur most often, while using incorrect word order in sentences and not understanding conversational language was observed to occur least often. One must not be tempted to generalize these findings to all potential adult exceptional learners since there was much evidence that performance varied intra-individually.

Although a student may have achieved a 7.0+ score in the Word Recognition subtest of the Individual Reading Placement Inventory, he/she may have scored at the 3.0 level on the Paragraph Reading subtest of the same instrument. The converse was also evident. The next question might be: Why would a student be able to recognize individual words but not be able to understand what she/he was reading? Or, why would a student be able to understand what she/he was reading, but not recognize individual words? Examples of these kinds of intra-individual discrepancies in basic skill areas was very prevalent with this group. Although attempts were made to measure the range of each learner's exceptionality, it was never inferred that a basic skill deficiency was caused by a particular process dysfunction (or experience defect or deficit).

What generalizations can be made about performance of this group on assessment instruments which measured process dysfunctions (reception, processing and expressing information)?

Based on the assessment data, this group performed better on assessment instruments which required visual rather than auditory reception. The results from the Detroit Test as depicted in CHART 3.2 illustrated the discrepancy in mean mental ages between subtests which required visual and auditory attention. These results cannot be construed as definitive, but rather as the first step in understanding the reception component of process dysfunction.

The surface of the information processing component has yet to be scratched. Information can be processed through single modalities (auditory or visual), but it seems apparent that information is usually processed through an integration of several modalities. Due to the limited repertoire of instruments and lack of empirical research with adult basic education students, it was impossible to determine if processing problems were failures of modality integration or of single modalities.

The expression component of process dysfunction could be measured more easily since expression of information could take the form of motor (writing) or verbal (communication) performance. On the Detroit subtests which measured motor performance, a higher mean mental age was attained for Memory for Design which required visual attention than for Oral Directions which required visual and auditory attention. On the one instrument that was used to measure handwriting speed, it was difficult to interpret the mean grade score since there were no other instruments which provided comparative writing performance information. The surface of verbal expression was barely scratched using the informal Oral Language Checklist. As was mentioned earlier in the summary, items on the Checklist were observed to occur more often than others, but no definitive statements can be made about verbal expression without controlled research.

In order to answer the question posed at the beginning of the summary section on process dysfunctions, it must be stated that generalizations cannot be made about performance of this group on assessment instruments which measured process dysfunctions without controlled research utilizing reliable and valid instruments.

Performance of the post test group provided information about basic skills that could be improved (math and word recognition) in a short intervention period. If the intervention period had been longer, other changes might have been noted.

It must be pointed out that the programming component of the delivery system that involved the development of instructional objectives did not state reading objectives for students in the Laubach program. Since the post test sample was too small to control for participation in the Laubach program, there was no attempt to measure the differences in post test performance between those who were or were not in the Laubach program. The presence of this secondary system reduced the opportunity to arrive at clear-cut conclusions attributable to the project system.

Self-esteem was improved significantly and was found to correlate positively with a number of instruments in the assessment battery. Causation cannot be established, but it may suggest that the delivery system that involved individualized educational programming as well as on-going evaluaton, enabled the student to receive the indivudalized attention, reinforcement and on-going feedback that she/he may never have received in school. Student self-report data seemed to indicate educational deficits in this area. The one-to-one relationship between Laubach tutor and student also provided individualized attention, reinforcement and on-going feedback. Self-esteem may have been improved for the simple reason that students were able to see their own progress and that their progress was valued not only by themselves but by other people (teacher, tutor, project staff) as well.

Correlational data provided two kinds of information: first, it provided information about significant relationships between assessment instruments in a manner useful for discriminating between adult learners; secondly, it provided an input in determining the contents of the modified assessment battery. Several instruments that did not correlate significantly (the Detroit, AYRES, CYZYK and Peabody) may not have correlated for a number of reasons that were discussed in the correlation section of this chapter.

There were limitations in the attempts to measure adult learner exceptionality in the context of a newly-developed delivery system. Much information was obtained but too few questions were answered about the nature of exceptionality. Questions will begin to be answered when empirical research is conducted with this population.

CHAPTER IV

CONCLUSIONS AND IMPLICATIONS FOR POLICY

CONCLUSIONS

Previous chapters have described the experiences and results of one year's project in designing and implementing an educational delivery system for ABE adult exceptional learners in an urban adult learning center. This chapter will draw conclusions resulting from the project as they relate to assessment and instructional programming and the implications for adult education and special education policy.

The idea of conceptualizing a proportion of the ABE population as potential "exceptional" learners seemed warranted both from the work of other investigators (Sellen, 1977; Needham, 1977) as well as from the clinical observations of practitioners who work with such students. The present project found that among the population of one urban learning center those who could be considered "exceptional learners" (those requiring programming different from the typical ABE curriculum) might be described operationally as:

(1) Those students whose reading achievement is extremely low or non-existent regardless of years of formal schooling (functionally illiterate).

(2) Those students who have completed an elementary school education, but whose achievement in basic skills still falls below the 4th grade level.

(3) Those students whose achievement level in one basic skill area is very discrepant with achievement in all other areas (possible specific learning disability).

(4) Those students who are primarily English speaking adults but who have inordinate and persistent difficulty with language skills in either oral or written expression (possible communication disorders).

Educational Assessment of Adult Exceptional Learners

As project staff tackled this phase, it became increasingly evident that there was a paucity of valid and reliable instruments specifically designed to assess adult exceptionality. This was particularly true of measures that could determine dysfunctions in learning processes and which could be used by non-specialized personnel in an educational setting. Because the "state of the art" in instrumentation is still at an exploratory level as it applies to adult learning dysfunctions, it becomes even more important that diagnostic assessment be conceptualized as involving a variety of information gathering techniques. This was operationalized in the present project through the use of observational techniques, a structured questionnaire, informal testing, as well as formal "tests." While the multiple technique approach provided a more qualitative picture of individual exceptionality, it made it difficult to quantify constructs discretely and precisely. There is little question about the need for much more research related to this aspect than was possible under the scope of the present project. The descriptors and all the variables that can quantify adult exceptionality empirically will require comprehensive planning and collaborative efforts beyond the state level. Until the outcomes of such efforts are available, the results of the present project would seem to point to placing emphasis on educating teachers and other instructional personnel in adult learning centers in the use of informal assessment techniques (observing and recording student behaviors; construction and use of teacher made tests; use of criterion referenced material; use of informal reading inventories; use of informal math inventories).

Instructional Strategies for Adult Exceptional Learners

In developing individual educational plans for the exceptional learners in the present project a good deal of attention was given to identifying the particular methodologies and instructional materials that were most appropriate for facilitating each student's learning. "Individualizing instruction" has become a popular catch phrase, one that has gained widespread acceptance. However, application to adults and to adult exceptional learners in particular has not been well articulated in the literature. In special education, the concept of individualization has sometimes been called the "clinical teaching" approach, or, "which" method for "which" student under "what" conditions.

To operationalize the idea of individual instructional strategies and translate it into a day-to-day program requires a variety of skills from the personnel involved in adult learning centers. In addition to the interpretation of assessment data, they must also have a repertoire of teaching methodologies at their command, and must be able to select and match them appropriately with learner needs.

The findings of the present project (students' perception of their learning needs; student opinionnaire responses; measured student progress in basic skills) all point to the need for increasing instructors' competencies in teaching strategies for the population group under consideration here. If teachers are going to be faced with atypical learners, they must have more preparation and experience with non-traditional teaching approaches.

IMPLICATIONS FOR ADULT EDUCATION AND SPECIAL EDUCATION POLICY

The programming approach for adult exceptional learners described in the present project was one attempt to translate a special education philosophy into a delivery system that focused attention on behaviors that require special educational accommodation, and away from the constraint of categorical labels.

During the past ten years New Jersey has been at the forefront of activity relating to the education of young exceptional learners. The educational irrelevancy of categorical approaches to programming is acknowledged in the move toward "mainstreaming," "least restrictive environments," "resource room programs," and other recent innovations. The underlying philosophy of all such programming efforts is the belief that educational services can be provided based on individual need, but without the concomitant damaging effects of stigmatizing through labels such as "mentally retarded," "emotionally disturbed," "learning disabled" or "socially maladjusted." The time seems ripe for developing and articulating an educational philosophy that applies as well to adult exceptional learners.

Toward this end, the following recommendations have implications for policy in both fields:

1. Develop cooperative efforts at the federal level through collaboration of the Bureau of Education for the Handicapped and the Bureau of Occupational and Adult Education, USOE, Department of Health, Education and Welfare to address the needs of adult exceptional learners who are seeking to continue educational participation. Among the priorities that require attention is the need for an over-all "Master Plan" that derives from a mutually developed philosophical framework which provides for long-range planning and sharing of responsibilities for identified issues and needs.

   Other priorities that need to be addressed by both agencies include:

   a. Support for large scale research efforts that focus on sophisticated, well designed studies whose scope can probe some of the complex questions relating to adult exceptional learning (assessment; instrumentation; analysis of learning strategies; effectiveness of instructional strategies.)

   b. Planning and implementing comprehensive personnel preparation programs to prepare instructional personnel with the competencies needed to work effectively with this special population group.

2. Initiation of state level cooperative efforts between the Bureau of Special Education and Pupil Personnel Services and the Bureau of Adult, Community and Continuing Education to address issues of mutual concern regarding the education of adult exceptional learners in New Jersey. Toward this outcome it is suggested that the two agencies consider the following suggestions:

   a. Establishment of a state level task force consisting of adult educators, special educators, community leaders, coordinators of college preparation programs in special education and in adult education to assist in identifying the direction of future state efforts in the education of adult exceptional learners.

   b. Mutual support of demonstration projects that are based on sound principles of educational philosophy and practice from both disciplines.

3. A re-examination by the N.J. Bureau of Adult, Continuing and Community Education of its current policy and practices to evaluate their impact and to determine whether they facilitate or inhibit the education of adult exceptional learners. Some areas that might warrant such review are:

    a. Current policy of in-service training of personnel: Is the amount and type of training sufficient and appropriate for ABE teachers and other instructional personnel who must work with adult exceptional learners? Are there pre-requisite competencies that should be expected of personnel who will be working with ABE atypical learners? Are supervisory personnel adequately trained to administer programs for this group?

    b. Current practices of service delivery for adult exceptional learners: Are present systems reaching the clients they purport to serve? Do present accountability systems place priority on indicators of student learning progress instead of on such arbitrary factors as amount of time in program? Are local programs unwittingly penalized for devoting resources to the time consuming and expensive task of assisting adult exceptional learners?

4. A re-examination by the New Jersey State Department Bureau of Special Education and Pupil Personnel Services of its current policies and practices to identify possible contributions to the present New Jersey delivery system for adult exceptional learners:

    a. Consultative services by educational services teams (psychologists, learning consultants, social workers, counselors) to adult learning centers that deal with exceptional learners.

    b. Examine existing personnel preparation programs in special education and in special educational services areas to determine if they accommodate the needs of adult exceptional learners.

In summary, there is a need for policy that recognizes the magnitude of the educational problems experienced by a segment of the "hardest to reach" adults in our society. Of the 25 million adults who have been so characterized, a large proportion are what we have described as exceptional learners. If the right to education extends to all citizens, then, they too must be accomodated and appropriately educated to remove them from the ranks of the least favored participants.

The variety and degree of basic skills deficiencies found in the exceptional learners of this project are not unique to the particular urban learning center in which this project took place. It is very likely that other urban adult learning centers have their share of exceptional learners as well. As Mezirow, Darkenwald and Knox (1975) noted in their extensive study of urban ABE programs, adult education must begin providing "different games for different players." Those in a position to make decisions regarding policy will need to struggle with a very difficult question - do the long-range benefits to society justify the greater cost of intensive and specialized instructional programs for exceptional learners? Those of us who worked on the present project are confident that the final answer to that question will be based on consideration of the complex moral, ethical and pedagogical issues involved.

APPENDIX A

ADULT EXCEPTIONAL LEARNERS PROJECT
GRADUATE SCHOOL OF EDUCATION—RUTGERS UNIVERSITY
NEW BRUNSWICK, NEW JERSEY

INTERVIEW QUESTIONNAIRE

Card One

1-2
(   ) INTERVIEWEE ______________________________

3
(1)

4
(   ) ABE Program ______________________________

5
(   ) Time of interview (1) ______ Day
(2) ______ Evening

6-9
(   ) Date ______________________

10
(   ) Interviewer ____________________

DIRECTIONS:

Interviewer reads to student:

"I am going to ask you to help me fill out a questionnaire. The information you give will help us to know you a little better so that we can plan a learning program that is right for you.

We are particularly interested in knowing what school was like for you in the past, and how you felt about certain things that went on in school.

I will read each question aloud and will write down what you tell me. If you want to discuss any question, please feel free to do so. Or, if any question is unclear, please tell me, and I will try to explain it."

I. PERSONAL HISTORY

11
(   ) 1. Sex (observe)
(1) ________ Female
(2) ________ Male

12
(   ) 2. Race/Ethnicity (Clarify if necessary)
(1) ________ Black
(2) ________ White
(3) ________ Hispanic
(4) ________ Asian
(5) ________ Other (Please state)

13-14
(   ) 3. What city or town do you live in now? ____________________

15
(   ) 4. What county do you live in now? ______________________

16-17 (   ) 5. What is your date of birth? ______________________________

18 (   ) 6. In what country were you born? ____________________________

If born outside the United States

19-20 (   ) 7. In what year did you move to the United States? _____

II. FAMILY HISTORY

21-23 (   ) 8. What language(s) is/are spoken in your home?

(1) _____English
(2) _____Spanish
(3) _____Chinese
(4) _____Japanese
(5) _____Korean
(6) _____Other ____________________
(specify)

If language other than English is spoken

24 (   ) 9. Do you use ______________ more often than you
(insert language)
use English in your home?

(1) _____Yes
(2) _____No

25 (   ) 10. Do members of your household use ______________
(insert language)
more often than they use English in your home?

(1) _____Yes
(2) _____No

____
Comments

26 (   ) 11. Who is the head or chief wage earner of your household?
(Just one answer)

(1) _____ Self
(2) _____ Parent(s)
(3) _____ Spouse
(4) _____ Sibling
(5) _____ Roommate
(6) _____ Other ____________________
(specify)

12. Besides yourself, how many people are in your household (family unit)?

		Number
27 ( )	Your children under 18	______
28 ( )	Your children 18 and over	______
29 ( )	Spouse	______
30 ( )	Parent(s)	______
31 ( )	Brothers and Sisters	______
32 ( )	Friend(s)	______
33 ( )	Other ______________ (specify)	______
34-35 ( )		Total ______

36 ( ) 13. Do you have any brothers and/or sisters who do not live with you?

(1) ______ Yes
(2) ______ No

If the student has brothers and/or sisters, continue.
If not, skip to Q. 25.

37 ( ) 14. Are any of your brothers or sisters attending grade school now? (grades K-8)

(1) ______ Yes
(2) ______ No (Skip to Q. 18)

If Yes

38 ( ) 15. How many are attending grade school now? ______

39 ( ) 16. Do you think they are having problems in school?

(1) ______ Yes
(2) ______ No

If Yes

40-42 ( ) 17. What kind(s) of problems? (Be specific)

____

____

43 ( ) 18. Are any of your brothers or sisters attending high school now? (9th - 12th grade)

(1) ______ Yes
(2) ______ No (Skip to Q. 22)

If Yes

44 ( ) 19. How many are attending high school now?

____

45 ( ) 20. Do you think they are having problems in school?

(1) ______Yes
(2) ______No

If Yes

46-48 ( ) 21. What kind(s) of problems? (Be specific)

____

____

49 ( ) 22. Have any of your brothers and sisters dropped out before graduating from high school?

(1) ______Yes
(2) ______No

If Yes

50 ( ) 23. How many of them dropped out? ______________

24. At what grade(s) did they drop out?

51-54 ( ) (a) Sibling ________________________________
(Grade) (Reason)

55-58 ( ) (b) Sibling ________________________________
(Grade) (Reason)

59-62 ( ) (c) Sibling ________________________________
(Grade) (Reason)

63-66 ( ) (d) Sibling ________________________________
(Grade) (Reason)

67-70 ( ) (e) Sibling ________________________________
(Grade) (Reason)

71 ( ) 25. Do you have any children who do not live with you?

(1) _____Yes
(2) _____No

If the student has children (see Q12 and Q25) continue; if not, skip to Q37.

Card Two
1-2
( )
3
(2)
4
( )

26. Are any of your children attending grade school now? (Grades K-8)

(1) ______Yes
(2) ______No (Skip to Q 30)

If Yes

5 ( ) 27. How many are attending grade school now? ______

6 ( ) 28. Do you think they are having problems in school?

(1) ______Yes
(2) ______No

If Yes

7-9 ( ) 29. What kinds of problems? ______________

____

10 ( ) 30. Are any of your children attending high school now? (9th - 12th grade)

(1) ______Yes
(2) ______No (Skip to Q 34)

If Yes

11 ( ) 31. How many are attending high school now?_____

12 ( ) 32. Do you think they are having problems in school?

(1) ______Yes
(2) ______No

If Yes

13-15 ( ) 33. What kind of problems? ______________

____

16 (   ) 34. Have any of your children dropped out before graduation from high school?

(1) ______ Yes
(2) ______ No

If Yes

17 (   ) 35. How many of them dropped out? ____________

36. At what grade(s) did they drop out?

18-21 (   ) (a) Child ________________________________
(Grade and Reason)

22-25 (   ) (b) Child ________________________________
(Grade and Reason)

26-29 (   ) (c) Child ________________________________
(Grade and Reason)

30-33 (   ) (d) Child ________________________________
(Grade and Reason)

34-37 (   ) (e) Child ________________________________
(Grade and Reason)

III. SCHOOL HISTORY

38-39 (   ) 37. What was the last grade that you attended in school?

____
(Grade)

38. Did you finish that grade?

(1) ______ Yes
(2) ______ No

40 (   ) 39. Have you ever repeated any grades?

(1) _____ Yes
(2) _____ No

If Yes

40. Which one(s)?

41-42 (   ) (a) ______
43-44 (   ) (b) ______
45-46 (   ) (c) ______

41. Why did your schooling end in the ______ grade?
(Check reasons that affected student's decision to leave school)

Response-In Quotes

47 ( ) (1) ____ not achieving ________________________________

48 ( ) (2) ____ asked to leave ________________________________

49 ( ) (3) ____ Family responsibilities ________________________________

50 ( ) (4) ____ financial need ________________________________

51 ( ) (5) ____ preferred to work ________________________________

52 ( ) (6) ____ other ________________________________
(specify)

53 ( ) (7) ____ other ________________________________
(specify)

42. What subjects did you find hardest to learn when you were in grades one to six? (Put a number 1 near the subject the student found the hardest to learn. Check other subjects mentioned.)

54 ( ) (1) ____reading
55 ( ) (2) ____spelling
56 ( ) (3) ____English (language)
57 ( ) (4) ____arithmetic
58 ( ) (5) ____social studies
59 ( ) (6) ____science
60 ( ) (7) ____other ________________
(specify)

61-62 ( ) 43. Why do you think ______________ was the hardest for you to learn?
(Insert subject student found hardest to learn.)

____

____

63-64 ( ) 44. Why do you think ____________ was hard for you to learn?
(Insert other subject student found hard to learn.)

____

____

65-66 ( ) 45. Why do you think ____________ was hard for you to learn?
(Insert other subject student found hard to learn.)

____

____

Card Three
1-2
(   )
3
(3)

If student completed beyond grade six (see Q. 37 and Q. 38

46. What subjects did you find hardest to learn when you were in junior or senior high school? (Put a number 1 near the subject the student found the hardest to learn. Check other subjects mentioned.)

4 (   ) (1) _____reading
5 (   ) (2) _____spelling
6 (   ) (3) _____English (language)
7 (   ) (4) _____arithmetic
8 (   ) (5) _____social studies
9 (   ) (6) _____science
10 (   ) (7) _____other _______________
(specify)

11-12
(   ) 47. Why do you think __________ was the hardest for you to learn? (Insert subject student found hardest to learn.)

____

____

13-14
(   ) 48. Why do you think __________ was hard for you to learn? (Insert other subject student found hard to learn.)

____

____

15-16
(   ) 49. Why do you think __________ was hard for you to learn? (Insert other subject student found hard to learn.)

____

____

17
(   ) 50. Did you ever receive any special help while you were in school?

(1) ______ Yes
(2) ______ No

If Yes

51. What kind(s) of help did you receive?

18 (   ) (1) _____ remedial reading
19 (   ) (2) _____ tutoring
20 (   ) (3) _____ other _______________
(specify)

____
(comments

21 ( ) 52. Have you attended any other kind(s) of school(s) besides this school since leaving the ________grade? (For example, trade school, union school, beauty culture school, etc.)

(1) ______Yes
(2) ______No (Skip to Q. 56)

If Yes

53. What kind(s) of school(s)?

22 ( ) (a) ________________________________

23 ( ) (b) ________________________________

24-25 ( ) 54. How long did you attend (a) __________school?

____
(Estimate to nearest number of years)

26-27 ( ) 55. How long did you attend (b) __________school?

____
(Estimate to nearest number of years.)

28 ( ) 56. Do you have a special reason for coming to the ____________ Learning Center?

(1) ______ Yes
(2) ______No

If Yes

29-30 ( ) 57. What is the special reason?

____

____

For coding purposes:
(1)______personal growth or satisfaction
(2)______to enter college
(3)______to keep present job
(4)______to get a better job
(5)______to get High School Equivalence (GED)
(6)______to learn to read and write
(7)______to learn English
(8)______inter agency referral
(9)______life coping skills (help children, get off welfare)
(10)______other ____________________
(specify)

31-32 (   ) 58. How long have you been enrolled in this adult education program?

____
No. of days, weeks, months or years

59. When you first came to this adult learning center, did you feel______________?
(Insert one feeling at a time.)

If Yes to items in Q.59
60. How _________ did you feel?

		Feeling	Yes	No	Very	Quite a bit	A little
33-34 ( )	(a)	fearful	1____	2____	1____	2 ____	3____
35-36 ( )	(b)	uncomfortable	1____	2____	1____	2 ____	3____
37-38 ( )	(c)	enthusiastic	1____	2____	1____	2 ____	3____
39-40 ( )	(d)	embarrassed	1____	2____	1____	2 ____	3____
41-42 ( )	(e)	doubtful	1____	2____	1____	2 ____	3____
43-44 ( )	(f)	confident	1____	2____	1____	2 ____	3____
45-46 ( )	(g)	__________ (specify)	1____	2____	1____	2 ____	3____
47-48 ( )	(h)	__________ (specify)	1____	2____	1____	2 ____	3____

49 (   ) 61. As a young girl/boy in school, how hard or easy was it for you to pay attention in class everyday?

(1) ______Very hard
(2) ______Hard
(3) ______Neither hard nor easy
(4) ______Easy
(5) ______Very easy
(6) ______Don't remember

____
Response - In Quotes

50 (   ) 62. As an adult, how hard or easy is it for you to pay attention in class?

(1) ______Very hard
(2) ______Hard
(3) ______Neither hard nor easy
(4) ______Easy
(5) ______Very easy
(6) ______Just enrolled in program and can't decide

____
Response - In Quotes

51

(   ) 63. As a young girl/boy in school, how hard or easy was it for you to do work that needed much handwriting?

(1) ________Very hard
(2) ________Hard
(3) ________Neither hard nor easy
(4) ________Easy
(5) ________Very easy
(6) ________Don't remember

____
Response - In Quotes

52

(   ) 64. As an adult in class how hard or easy is it for you to do work that needs much handwriting?

(1) ________Very hard
(2) ________Hard
(3) ________Neither hard nor easy
(4) ________Easy
(5) ________Very easy
(6) ________Just enrolled in program and can't decide

____
Response - In Quotes

53

(   ) 65. As a young girl/boy in school, how hard or easy was it for you to learn new words to read?

(1) ________Very hard
(2) ________Hard
(3) ________Neither hard nor easy
(4) ________Easy
(5) ________Very easy
(6) ________Don't remember

____
Response - In Quotes

54

(   ) 66. As an adult in class, how hard or easy is it for you to learn new words to read?

(1) ________Very hard
(2) ________Hard
(3) ________Neither hard nor easy
(4) ________Easy
(5) ________Very easy
(6) ________Just enrolled in program and can't decide

____
Response - In Quotes

55 ( ) 67. As a young girl/boy in school, how hard or easy was it for you to understand what you read?

(1) _______Very hard
(2) _______Hard
(3) _______Neither hard nor easy
(4) _______Easy
(5) _______Very easy
(6) _______Don't remember

____
Response - In Quotes

56 ( ) 68. As an adult in class, how hard or easy is it for you to understand what you read?

(1) _______Very hard
(2) _______Hard
(3) _______Neither hard nor easy
(4) _______Easy
(5) _______Very easy
(6) _______Just enrolled in program and can't decide

____
Response - In Quotes

57 ( ) 69. As a young girl/boy in school, how hard or easy was it for you to learn to spell words?

(1) _______Very hard
(2) _______Hard
(3) _______Neither hard nor easy
(4) _______Easy
(5) _______Very easy
(6) _______Don't remember

____
Response - In Quotes

58 ( ) 70. As an adult in class, how hard or easy is it for you to learn to spell words?

(1) _______Very hard
(2) _______Hard
(3) _______Neither hard nor easy
(4) _______Easy
(5) _______Very easy
(6) _______Just enrolled in program and can't decide

____
Response - In Quotes

59
( ) 71. As a young girl/boy in school, how hard or easy was it for you to figure out arithmetic examples? (For example: 41-50, 10x9)

(1) _______Very hard
(2) _______Hard
(3) _______Neither hard nor easy
(4) _______Easy
(5) _______Very easy
(6) _______Don't remember

Response - In Quotes

60
( ) 72. As an adult in class, how hard or easy is it for you to figure out arithmetic examples?

(1) _______Very hard
(2) _______Hard
(3) _______Neither hard nor easy
(4) _______Easy
(5) _______Very easy
(6) _______Just enrolled in program and can't decide

Response - In Quotes

61
( ) 73. As a young girl/boy in school, how hard was it for you to solve word problems in arithmetic? (For example, if 5 apples cost 25 cents how much would 2 apples cost?)

(1) _______Very hard
(2) _______Hard
(3) _______Neither hard nor easy
(4) _______Easy
(5) _______Very easy
(6) _______Don't remember

Response - In Quotes

62
( ) 74. As an adult in class, how hard or easy is it for you to solve word problems in arithmetic?

(1) _______Very hard
(2) _______Hard
(3) _______Neither hard nor easy
(4) _______Easy
(5) _______Very easy
(6) _______Just enrolled in program and can't decide

Response - In Quotes

63
(   ) 75. As a young girl/boy in school, how hard or easy was it for you to remember what you heard the teacher say?

(1) _______Very hard
(2) _______Hard
(3) _______Neither hard nor easy
(4) _______Easy
(5) _______Very easy
(6) _______Don't remember

____
Response - In Quotes

64
(   ) 76. As an adult in class, how hard or easy is it for you to remember what you heard the teacher say?

(1) _______Very hard
(2) _______Hard
(3) _______Neither hard nor easy
(4) _______Easy
(5) _______Very easy
(6) _______Just enrolled in program and can't decide

____
Response - In Quotes

65
(   ) 77. As a young girl/boy in school, how hard or easy was it for you to remember things when you had to take a test?

(1) _______Very hard
(2) _______Hard
(3) _______Neither hard nor easy
(4) _______Easy
(5) _______Very easy
(6) _______Don't remember

____
Response - In Quotes

66
(   ) 78. As an adult in class, how hard or easy is it for you to remember things when you have to take a test?

(1) _______Very hard
(2) _______Hard
(3) _______Neither hard nor easy
(4) _______Easy
(5) _______Very easy
(6) _______Just enrolled in program and can't decide

____
Response - In Quotes

67 ( ) 79. As a young girl/boy in school who is the person you remember best?

(1) _______principal
(2) _______teacher
(3) _______friend
(4) _______other ________________________
(specify)

68-69 ( ) 80. Do you have a special reason for remembering this person?

____

____

70-71 ( ) 81. Is there anything that you really liked about school that made you feel good?

____

____

72-73 ( ) 82. Is there anything that you really disliked about school that made you feel uncomfortable?

____

____

74-75 ( ) 83. If you could start school all over again, as a child, is there anything you would do differently?

____

____

Card Four
1-2
( )
3
(4)

IV. MEDICAL HISTORY

Interviewer Reads to Student:
"I would like to find out about any serious illnesses or accidents you remember having, how old you were, and how long the illness or accident lasted."

	84. Type of Illness or Accident	85. Age	86. Duration	87. Were you hospitalized? Yes	No
4-10 ( )	(a) ____________	___	________	(1)__	(2)__
11-17 ( )	(b) ____________	___	________	(1)__	(2)__
18-24 ( )	(c) ____________	___	________	(1)__	(2)__
25-31 ( )	(d) ____________	___	________	(1)__	(2)__

____
Comments

32
( )

88. Have you ever had your eyes examined?

(1) _______Yes
(2) _______No

If Yes:

33-34
( )

89. How long ago?

____
Months or Years

35
( )

90. What was the result of your latest eye examination?

____

36
( )

91. Have you ever had your hearing tested?

(1)_______Yes
(2)_______No

If Yes

37-38
( )

92. How long ago?

____
Months or Years

39
( )

93. What was the result of your latest hearing test?

____

40
( ) 94. Have you ever had a physical examination?

(1) ________Yes
(2) ________No

If Yes

41-42
( ) 95. How long ago?

____
Months or Years

43
( ) 96. What was the result of your latest physical examination?

____

V. POST SCHOOL ADJUSTMENT

44-45
( ) 97. What have you done since leaving school?

____

____

46
( ) 98. What is your job status?

(1) ________Working full-time (35 or more hours/wk)
(2) ________Working part-time (fewer than 35 hrs/wk)
(3) ________Unemployed
(4) ________Retired
(5) ________Homemaker
(6) ________Other________________________
Explain

If employed

47-48
(   )

99. What is your job title or position?________

____

(Probe, if necessary, in order to categorize type of work. Check one below)

What kind of work do you do?

(1)____LABORER (car washer, fisherman, longshoreman, factory assemblyline, etc.)

(2)____SERVICE WORKER (barber or beautician, cook hospital attendant or orderly, housekeeper, etc.)

(3)____MACHINE OPERATOR (bus driver, parking attendant, taxi or truck driver, welder, etc.)

(4)____CRAFTSMAN/FOREMAN (baker, carpenter, mechanic, plumber, telephone lineman, etc.)

(5)____SALES WORKER (auto salesman, insurance agent, sales clerk, etc.)

(6)____CLERICAL/OFFICE WORKER (bank teller, secretary, telephone operator, etc.)

(7)____MANAGER/OFFICIAL (building superintendant, public inspector, purchasing agent, railroad conductor, etc.)

(8)____FARMER/FARM WORKER

(9)____PROFESSIONAL/TECHNICAL WORKER (actor, doctor, lawyer, musician, pilot, etc.)

(10)____Other________________________________
(specify)

Skip to Question 108 if employed.

If unemployed

49 ( )

100. Have you ever held a job?

(1) ________ Yes
(2) ________ No (Skip to Q. 105)

If Yes

50-51 ( )

101. What was your last job title or position?

____
(Probe to categorize)

(1) ____ LABORER (car washer, fisherman, longshoreman, factory assemblyline, etc.)

(2) ____ SERVICE WORKER (barber or beautician, cook, hospital attendant or orderly, housekeeper, etc.)

(3) ____ MACHINE OPERATOR (bus driver, parking attendant, taxi or truck driver, welder, etc.)

(4) ____ CRAFTSMAN/FOREMAN (baker, carpenter, mechanic, plumber, telephone lineman, etc.)

(5) ____ SALES WORKER (auto salesman, insurance agent, sales clerk, etc.)

(6) ____ CLERICAL/OFFICE WORKER (bank teller, secretary, telephone operator, etc.)

(7) ____ MANAGER/OFFICIAL (building superintendant, public inspector, purchasing agent, railroad conductor, etc.)

(8) ____ FARMER/FARM WORKER

(9) ____ PROFESSIONAL/TECHNICAL WORKER (actor, doctor, lawyer, musician, pilot, etc.)

(10) ____ Other ______________________________________
(specify)

52-53
( )

102. How long were you employed at this job?

____
Years

54
( )

103. Have you held any other kind(s) of job(s)?

(1) ______ Yes
(2) ______ No

If Yes,

55-56
( )

104. Describe job(s). ________________________

____

If no to Q. 100

57
( )

105. Have you ever looked for a job?

(1) ______ Yes
(2) ______ No

Ask all unemployed

58
( )

106. Are you looking for work now?

(1) ______ Yes
(2) ______ No

59
( )

107. Do you think you may be looking for a job in the future?

(1) ______ Yes
(2) ______ No
(3) ______ Uncertain

VI. INTERESTS

Interviewer Reads to Students:

"In the last part of this questionnaire, I would like to find out about your interests."

108. When you have some free time, what do you like to do?

60-62
( )

Indoors ________________________

____

63-65
( )

Outdoors ________________________

____

66
( ) 109. Do you enjoy watching T.V.?

(1) ________Yes
(2) ________No

67-68
( ) 110. What is your favorite program?

____

____

69
( ) 111. About how much time do you spend each day watching T.V.?

____
Hours

70
( ) 112. Do you spend any time reading outside of class?

(1) ________Yes
(2) ________No

If Yes

71
( ) 113. About how much time do you spend each day reading?

____
Hours

114. What kinds of things do you enjoy reading?
(Probe: newspapers, magazines, etc.)

72
( ) (a)____
(Specify name)

73
( ) (b)____
(Specify name)

74
( ) (c)____
(Specify name)

115. Do you have any hobbies or special skills? (For example: fixing radios, sewing, cooking special food, painting)

75
( ) (1) ________Yes Please list________________________

____

76-77
( ) (2) ________No

22.

DIRECTIONS

Interviewer reads to student:

"We really appreciate the time you spent answering these questions. A lot of the questions you answered were difficult. The answers you have given us will help us help you here at the Center."

APPENDIX B

ADULT EXCEPTIONAL LEARNERS PROJECT
GRADUATE SCHOOL OF EDUCATION—RUTGERS UNIVERSITY
NEW BRUNSWICK, NEW JERSEY

Guidelines for a Successful Interview

Part I: Some General Procedures:

1. Create a friendly atmosphere — Try to put the respondent at ease. Don't be grim or timid. On the other hand, don't be too excited or talkative. The respondent may never have been interviewed before and does not know what is expected of her or him. It's best to be warm and cheerful right at the beginning when you ask for the name of the interviewee.

2. Be familiarized with the questionnaire — In order to sustain the friendly atmosphere, the interviewer must be thoroughly familiar with the questionnaire format—which questions should be skipped, which questions may need further probing.

3. Avoid divulging your own opinions or feelings about a topic—It is one thing to be interested in what the interviewee has to say, it is another thing to show surprise or disapproval of a respondent's answer. Similarly, if you are embarrassed about asking a certain question, you will transmit your embarrassment to the interviewee.

4. Discourage irrelevant conversation — When an interviewee takes a long time to answer a question, it is the interviewer's responsibility to promptly lead the conversation back to the question at hand. Talkative respondents are often the very ones who least resent a firm insistence on attention to the question being asked.

5. Read each question exactly the way it is worded — Since the questionnaire has been carefully thought out and phrased, any divergence from the printed words could cause the respondent to answer the rephrased question in a different way then if it had been read word for word. Similarly, interviewer's accenting particular words in the question may change the meaning of the question.

6. Try to obtain a specific response — Avoid accepting "I don't know." It is often a difficult job to obtain a complete and honest response. If a second reading of the question does not yield a clearer answer, probing is necessary. However, the interviewer must be careful not to "lead" a repondent into a particular response. If after the second reading of the question the interviewer receives an inadequate response, the probing process may begin with the following words. "I just want your opinion on _________. There is no right or wrong answer to this question _________;"or "If you could try to remember when you ________, it would help us know more about you."

7. Ask every question when applicable. Do not skip any questions unless specified. The question you skip could provide invaluable information in analysis of the questionnaire. If you do make a mistake and skip a question you should have asked, go back and ask the question. Always double check the questionnaire at the end of the interview for any empty spaces. You can always go back and ask the respondent for the answer while she/he is still sitting with you.

8. Do not rephrase responses to open-ended questions. It is crucial that the interviewer quotes the interviewee directly. Rephrasing the answer will distort the response given. If you can't write quickly, ask the person to go slower & abbreviate. Go back, if you abbreviate, at the end of the interview and supply the missing letters or words since it may be impossible to decipher at a later date.

Part II: Specific Procedures

Introduction to the Questionnaire

1. Certain questions at the beginning of the questionnaire serve to identify the respondent and the program.

   a. Begin the Interview by asking for the person's name and by providing your own name. This introduction should be as friendly and as warm as possible.

   b. The name of the program, the time of the interview and the date can be quietly filled in by the interviewer.

2. The Directions to the students should not be read stifly but rather read with expression. We say we are interested in knowing "what school was like" for them so this must be reflected in both verbal and non-verbal behavior (try to establish eye contact).

I. Personal History Section - Questions 1-7

1. (1-2) The first two questions pertaining to sex and race may be observed. If the race seems questionable, you may first check with the last name or else tell the interviewee that you are uncertain and would like to be sure that s/he is ie. Hispanic.

2. (3-7) The remaining questions are read verbatim. If the date of birth given seems questionable, put a small ? mark. If the person refuses to answer, ask: are you around ____? Try not to leave it blank.

II. Family History Section - Questions 8-36

1. (8-10) Languages Spoken - if two languages beside English are spoken in the home, find out which one is most spoken and proceed with the questionning about that language. On the Comment line, make a note of the other language.

2. (13-24) Information about Siblings — a. only ask these questions if the respondent has siblings living in the same household or in another household. Skip questions that do not pertain to the interviewee. b. The respondent may not be able to give specific information as to the grade and reason the sibling dropped out—don't spend a lot of time probing since the person may simply not remember. Jot down "Doesn't Remember" on the line near the question.

3. (25-36) Information about children - Try not to forget if the interviewee said she/he had children or not. If you do forget, see Q. 12 and the preceding question. The same line of questionning and suggestions used for siblings may be used for children.

III. School History Section - Questions 37-82

1. (41) Reasons for student's leaving school — This question demands a certain amount of probing since the interviewee may answer "I did not like school." The interviewer should ask "Why didn't you like school?" The student may say "It was too hard," or "I was not interested." Jot down her/his exact words, don't paraphrase.

2. (42) Since we are interested in finding out which subject was the hardest to learn, we must place a one next to the subject in order not to forget the student's response. There's room for two other subjects which the student found hard to learn. Try to probe for these two other ones. If the respondent can't decide, put "can't remember" or decide" on the line near the question. Never leave blanks unless you are told to skip.

3. (46) If you did not remember if the person completed beyond grade six, turn back to Q. 37 and 38. Proceed with questionning similar to what was discussed in #2.

4. (50-51) Try to find out about what kind of help the person received and for what subjects.

5. (52-55) Even if the interviewee attended a beauty culture school, record all the information. It's better to have too much than not enough.

6. (55-57) When probing about the special reason for coming to the center, keep in mind that we are asking for one reason. Make sure it is the most "special" reason.

7. (58) For length of time in the program, be sure to designate days, weeks, etc.

8. (59-60) These questions about feelings must be asked the same way to each interviewee. Since each feeling may be interpreted differently, read the explanation on the index card after each feeling. If the person answers no the Q. 58, don't ask Q. 60. Here is a copy of the explanation you would give to the interviewee:

(a) fearful — "Were you afraid that you might not do well?"
(b) uncomfortable — "Did you feel uneasy when you first came here?"
(c) enthusiastic — "Were you looking forward to coming here?"
(d) embarrassed — "Did you feel ashamed when you came here?"
(e) doubtful — "Did you doubt that you would do well?"
(f) confident — "Did you feel that you would be able to do well?"

9. (61-78) Child and adult learning problems questions will provide a contrast of how hard or easy the student felt certain tasks were when they were young and now when they are adults.

a. The possible answers are the same for each question—except the child question provides a "Don't remember" option while the adult question provides a "Just enrolled in program and can't decide." Read the first five options to the student. (Very hard...Very easy). If they respond differently (for example, not too hard), try to focus them into one answer.

b. If the adult answers she/he has "Just enrolled in the program and can't decide," give the student an example of an every day task. For example, "needs much handwriting"-"such as reading new words in a newspaper that you have never read before;" etc.

10. (80-83) These questions require copying the exact words of the student. Don't paraphrase. Don't accept two word answers. After the student answers, you may have to ask "Why didn't you like to go to reading class?" (Q. 82) Probe as far as you can without irritating the student and don't try to hurry the student up since it may seem as if you, the interviwer, have only a limited time.

IV. Medical History Section - Questions 84-96

Try to get as much accurate information as possible since the student may not remember her/his exact age, time of examination, etc. If the student cannot remember, indicate this on the appropriate line. These questions may be too personal, so don't seem too curious. However, since these may be difficult questions, let her/him think a bit about the answer and you might say "I know this is a difficult question, but perhaps if you thought about it a little while."

V. Post School Adjustment Section - Questions 97-107

1. The first question (97) aims at finding out the kinds of activities the student has been involved in after she/he has dropped out of school. For example, did she/he go from job to job? Get married? Be as specific as possible but make sure you are not probing about topics that will be asked in this section.

2. If employed - ask only Q. 99. If you find it hard to categorize the type of work the person does, describe the position as briefly as possible and then it can be decided later which category should be checked.

3. If unemployed - begin with Q. 100 and as above, categorize Q 101 as best you can. The remainder of these questions require minimal probing. Be sure you skip only those that are not applicable.

VI. Interests Section - Questions 108-114 - This section requires a certain amount of probing and, as the interviewer, you should be interested in what the student has to say. If you have established rapport throughout the interview, the interviewee may not be embarrassed to answer that Electric Company is her/his favorite program!

Final Directions — This section is an extremely important part of the assessment package since we are telling the student that we appreciate her/his efforts. The tone that is set during an interview will possibly influence the relationship we will have with this student for the rest of the year.

APPENDIX C

ADULT EXCEPTIONAL LEARNERS PROJECT
GRADUATE SCHOOL OF EDUCATION—RUTGERS UNIVERSITY
NEW BRUNSWICK, NEW JERSEY

Tabulation Of Student Responses To The Interview Questionnaire

I. PERSONAL HISTORY

Sex (N = 31)

58.1%	Female
41.9%	Male

Race/Ethnicity (N = 31)

90.3%	Black
6.5%	White
3.2%	Hispanic

Age (N = 31)

25.8%	17-19 years of age
16.2%	20-24 years of age
12.9%	25-29 years of age
19.3%	30-39 years of age
16.1%	40-49 years of age
0	50-59 years of age
9.6%	60-70 years of age

Community of Residence (N = 31)

74.2%	Plainfield
9.7%	South Plainfield
6.5%	Westfield
3.2%	New Brunswick
3.2%	Somerset
3.2%	Scotch Plains

County of Residence (N = 30)

83.9%	Union
6.5%	Middlesex
6.5%	Somerset

Country of Birth (N = 30)

96.7%	U.S.A.
3.3%	Other

II. FAMILY HISTORY

Language(s) Spoken in Home (N = 28)

92.9%	English
3.6%	Spanish
3.6%	Other

Head of Household (N = 28)

32.1%	Self
35.7%	Parent(s)
17.9%	Spouse
14.3%	Other

Siblings Not Living with Respondent (N = 31)

77.4%	Not living with respondent
22.6%	Living with respondent

People In Household (N = 31)

38.7%	Living with children under 18
9.7%	Living with children 18 and over
29.0%	Living with spouse
35.5%	Living with 1 or 2 parents
29.0%	Living with one or more siblings
3.2%	Living with one or more friends
22.6%	Living with others

Respondents with Siblings Attending Grades K-8 (N = 26)

65.4%	No siblings in grades K-8
15.4%	One sibling in grades K-8
15.4%	Two siblings in grades K-8
3.8%	Three siblings in grades K-8

Problems Encountered by Siblings in Grades K-8 (N = 8)

62.5%	No problems
25.0%	Learning to Read
12.5%	Adjustment problems

Respondents with Siblings Attending Grades 9-12 (N = 26)

65.4%	No siblings in grades 9-12
27.0%	One sibling in grades 9-12
3.8%	Two siblings in grades 9-12
3.8%	Three siblings in grades 9-12

Problems Encountered by Siblings in Grades 9-12 (N = 9)

88.9%	No problems
11.1%	Adjustment problems

Number of Siblings of Respondents Who Terminated Formal Education Before Completing Grade 12 (N = 26)

23.1%	None
76.9%	One or more

Children Not Living With Respondent (N = 31)

25.8%	Not living with respondent
74.2%	Living with respondent

Respondents' Children Attending Grades K-8 (N = 18)

61.1%	No children in grades K-8
11.1%	One child in grades K-8
11.1%	Two children in grades K-8
16.7%	Three children in grades K-8

Problems Encountered by Respondents' Children in Grades K-8 (N = 7)

71.4%	No problems
14.3%	Learning to do math
14.3%	Learning to do math and to read

Respondents' Children Attending Grades 9-12 (N = 31)

90.3%	No children in grades 9-12
3.2%	One child in grades 9-12
6.5%	Two children in grades 9-12

Problems Encountered by Respondents' Children in Grades 9-12 (N = 3)

66.7%	No problems
33.3%	Learning to do math

Number of Children of Respondents Who Terminated Formal Education Before Completing Grade 12 (N = 15)

80.0%	None
0 %	One
20.0%	Two

III. SCHOOL HISTORY

Last Grade Completed (N = 31)

12.9%	0-4 grades completed
19.4%	5-7 grades completed
16.1%	8 grades completed
9.7%	9 grades completed
25.8%	10 grades completed
9.7%	11 grades completed
6.5%	12 grades completed

Repeated Grades (N = 31)

41.9%	Yes
58.1%	No

Grades Repeated (N = 31)

12.9%	0 -4th grade repeated
35.5%	5th-8th grade repeated
51.6%	9th-12th grade repeated

Reasons for Leaving School (N = 30)

20.7%	not achieving
3.5%	asked to leave
24.1%	family responsibilities
10.3%	financial need
6.9%	preferred to work
34.5%	other

Subjects Hard to Learn in Grades 1-6 (N = 31)

67.7%	Arithmetic
48.4%	Reading
35.5%	Spelling
29.0%	English (language)
25.8%	Social Studies
16.1%	Science

Subjects Hard to Learn in Junior Or Senior High School (N = 31)

51.6%	Arithmetic
29.0%	Reading
25.8%	Spelling
25.8%	Science
19.4%	English (language)
16.1%	Social Studies
6.5%	Other

Received Special Help in School (N = 30)

43.3%	Yes
56.7%	No

Kinds of Help Received (N = 12)

41.7%	Remedial reading
8.3%	Tutoring
50.0%	Other (combination)

Attended Other Kind(s) of School(s) (N = 31)

48.4%	Yes
51.6%	No

Kinds of Schools Attended (N = 14)

42.9%	Vocational
28.6%	Night
28.6%	Other

Person Remembered Best in School (N = 30)

3.3%	Principal
60.0%	Teacher
33.3%	Friend
3.3%	Other

Special Reasons for Attending Learning Center (N = 31)

16.1%	personal growth or satisfaction
3.2%	to enter college
3.2%	to keep present job
9.7%	to get a better job
25.8%	to get GED
32.3%	to learn to read and write
9.7%	other

Length of Time Enrolled at Learning Center (N = 31)

58.0%	1- 6 months
16.2%	7-12 months
12.9%	1- 2 years
6.5%	3 years
6.5%	4 years

Initial Feelings at Time of Entry into Learning Center (N = 31)

			If yes,	Degree	
Feelings	Yes	No	Very	Quite a bit	A Little
fearful	45.2%	54.8%	21.4%	-	78.6%
uncomfortable	41.9%	58.1%	15.4%	-	84.6%
enthusiastic	96.8%	3.2%	55.2%	20.7%	24.1%
embarrassed	19.4%	80.6%	33.3%	16.7%	50.0%
doubtful	54.8%	45.2%	25.0%	12.5%	62.5%
confident	74.2%	25.8%	47.6%	9.5%	42.9%

IV. MEDICAL HISTORY

Respondents Reporting Hospitalization (N = 30)

56.7%	Hospitalized
43.3%	Never hospitalized

Date of Last Eye Exam (N = 31)

3.2%	Never Examined
58.0%	Examined within one year
16.1%	Examined within 2 years
22.6%	Examined more than 2 years ago

Result of Last Eye Exam (N = 30)

63.3%	Glasses prescribed
33.3%	No glasses required
3.3%	No change in present prescription

Date of Last Hearing Exam (N = 29)

34.5%	Never examined
31.0%	Examined within one year
6.9%	Examined within two years
27.9%	Examined more than two years ago

Result of Last Hearing Exam (N = 18)

88.9%	Adequate
11.1%	Impaired

Date of Last Physical Exam (N = 29)

3.4%	Never examined
79.3%	Examined within one year
6.9%	Examined within two years
10.3%	Examined more than two years ago

Result of Last Physical Exam (N = 29)

89.7%	No health poblem indicated
10.3%	Health problem indicated

V. POST SCHOOL ADJUSTMENT

Job Status (N = 31)

25.8%	Employed full-time
12.9%	Employed part-time
41.9%	Unemployed
6.5%	Retired
9.7%	Homemaker
3.2%	Other

Occupation of Employed Respondents (N = 11)

9.1%	Laborer
54.5%	Service Worker
18.2%	Machine Operator
18.2%	Craftsperson/Foreman

Last Occupation of Unemployed Respondents (N = 18)

33.3%	Laborer
55.6%	Service Worker
5.6%	Craftsperson/Foreman
5.6%	Clerical/Office Worker

Length of Time Unemployed Employed at Last Job (N = 17)

47.1%	One year
23.6%	Two to nine years
29.5%	Ten or more years

Unemployed Respondents Looking for Jobs Now (N = 19)

47.4%	Looking
52.6%	Not looking

Unemployed Respondents Looking for Jobs in the Future (N = 19)

89.5%	Will be looking
10.5%	Will not be looking

VI. INTERESTS

Interest in Reading (N = 31)

29.0%	Stated interest in recreational reading
71.0%	Reading not stated as recreational activity

Length of Time Spent Reading Away from Center (N = 31)

16.1%	No time
48.4%	One hour a day
25.8%	Two hours a day
9.7%	Three hours or more a day

Types of Materials Read by Respondents Away from Center (N =25)

31.3%	Newspapers
31.3%	Magazines
11.8%	Bible
7.8%	Novels
17.6%	Class assignments

Interest in Watching TV (N = 30)

90.0%	Enjoys watching
10.0%	Does not enjoy watching

Length of Time Spent Watching TV (N = 30)

66.7%	One to two hours a day
33.3%	Three hours or more a day

Favorite TV Programs (N = 25)

8.0%	Sports
8.0%	News
24.0%	Police dramas
44.0%	Comedy/Game/ Cartoon shows
16.0%	Daytime dramas/ Movies

Hobbies/ Special Skills (N = 26)

61.5%	Homemaking (Sewing, cooking, etc.)
23.1%	Auto mechanics
15.4%	Other

APPENDIX D

ADULT EXCEPTIONAL LEARNERS PROJECT
GRADUATE SCHOOL OF EDUCATION—RUTGERS UNIVERSITY
NEW BRUNSWICK, NEW JERSEY

Learning Episode Observation Report

Student: ______________________________ Date: ______________

Observer/Teacher ______________________ Observation period: from: ______ to: ______

1. During the observation period, what types of learning modes occurred? (Approximate the length of time spent during the period)

Learning Mode	Length of Time		
	All of the time	Most of the time	Occasionally
Teacher-student interaction			
Teacher guided instruction			
Independent practice			
Student-student verbal interaction			
Teacher - group activity			
Programmed material			
Other			

2. How suitable was the learning mode?

______ Very Suitable

______ Suitable

______ Not suitable

3. In what content area did the observation period take place?

(a) Reading - word recognition ________
- comprehension ________

(b) Language skills (spelling, handwriting) ________

(c) Math ________

4. What was the major activity that took place? (Be as specific as possible)

____

____

____

5. What was the related instructional objective as found in the student's IEP?

____

6. How suitable were the learning materials in accomplishing the lesson objective?

______ Very Suitable

______ Suitable

______ Not Suitable

7. In what way(s) did the student participate during the observation period?

Participation	Degree				
	All of the time	Most of the time	Occasionally	Never	Not Applicable
Paid attention to the teacher					
Paid attention to the task					
Responded to the teacher's questions					
Responded to other student's questions					
Asked questions					

APPENDIX E

ADULT EXCEPTIONAL LEARNERS PROJECT
GRADUATE SCHOOL OF EDUCATION—RUTGERS UNIVERSITY
NEW BRUNSWICK, NEW JERSEY

Teacher Opinionnaire

Teacher: ______________________________ Date: ______________

Recorder: ______________________________

Re: ______________________ (Student)

1) How would you rate this student's progress during the past ____________?
(time frame)
(Recorder: Please refer to the skill areas found in the objectives section of the IEP and check skill area which applies)

Progress	Skill Area Reading Comprehension	Word Recognition	Communication Spelling, Writing	Math
Above* Adequate				
Adequate				
Inadequate				

*Above Adequate - "More than what you might have expected from the student given past performance."
Adequate - "The same as past performance."
Inadequate - "Poorer than past performance."

2) If progress was "inadequate" in a prescribed area, what might be needed to help him/her learn better: (check as many as apply)

Needed	Skill Area Reading Comp.	Word Rec.	Communication Spelling, Writing	Math
Attending on a more regular basis				
Spending more time at the Center				
Demonstrating more attention to tasks				
Slower presentation of material				
A different method of instruction				
Using easier materials				
Other:				

3) How useful did you find the following information found in the IEP?

Information	Very Useful	Useful	Not too useful
Having information about student's learning strengths and weaknesses			
Having objectives specified in basic skills areas			
Having teaching approaches specified			
Having materials specified			

4) What problems did you encounter in trying to implement this student's IEP during the past ________________?
(time frame)

____

____

____

____

____

____

APPENDIX F

ADULT EXCEPTIONAL LEARNERS PROJECT
GRADUATE SCHOOL OF EDUCATION—RUTGERS UNIVERSITY
NEW BRUNSWICK, NEW JERSEY

Student Opinionnaire

Name: ____________________ Date: __________

Recorder: ____________________

We are interested in finding out how you feel about your learning progress at the Center during the past __________.
(time frame)

(Recorder: Please refer to the skill areas found in the Objectives section of the IEP and ask questions in those areas.)

1) What have you learned new in reading during the past __________? (Probe using specific examples, if possible.)
(time frame)

____

____

____

2) Can you read words better now than you could __________ ago? (Probe using specific examples, if possible.)
(time frame)

____

____

____

3) What have you learned that you did not know before in math during the past __________? (Probe using specific examples, if possible.)
(time frame)

____

____

____

4) Can you do math examples better now than you could __________ ago? (Probe using specific examples, if possible.)
(time frame)

____

____

____

5) Can you spell better now than you could ___________ ago? (Probe using specific examples, if possible.) (time frame)

____

____

____

6) What else have you learned (for example, handwriting) during the past ___________? (Probe using specific examples, if possible.)
(time frame)

____

____

____

7) Can you ________________________ better now than you could ____________ ago?
fill in skill mentioned (time frame)
(Probe using specific examples, if possible.)

____

____

____

Recorder: Choose one skill from above in which the student says she/he is making progress or has learned something new.

8) How do you know when you are learning how to ________________ better? (Probe
fill in skill
after the student responds: Does the teacher tell you? Do you have a check-up at the end of the lesson?)

____

____

____

9) Can you think of anything you have learned at the Center that you can use in your everyday life?

____

____

____

10) If you had a friend who did not know anything about the Center, what would you tell them if they wanted to know about it?

11) How would you feel if this Center closed down for good?

Recorder: Make it clear that this is just a question and the Center is not closing down!

12) If you could not come here to learn, what would you do?

Where would you go? (If not answered above)

APPENDIX G

ADULT EXCEPTIONAL LEARNERS PROJECT
GRADUATE SCHOOL OF EDUCATION—RUTGERS UNIVERSITY
NEW BRUNSWICK, NEW JERSEY

Needs And Interests Assessment Checklist For Topical Seminars

Listed below are suggested topics for seminars. Please check if these are topics that would be of interest and helpful to you in your work at the Plainfield Learning Center.

______ 1. Nature of learning disabilities and characteristics of learning disabled students.

______ 2. Teacher assessment of learning needs.

______ 3. Designing individualized educational programs.

______ 4. Planning and implementing behavioral objectives.

______ 5. Materials for teaching learning disabled adults.

  ______ reading ______ language

  ______ math

______ 6. Methods for teaching learning disabled adults.

  ______ reading ______ language

  ______ math

I would like seminars on these topics:

____

____

____

APPENDIX H

ADULT EXCEPTIONAL LEARNERS PROJECT
GRADUATE SCHOOL OF EDUCATION—RUTGERS UNIVERSITY
NEW BRUNSWICK, NEW JERSEY

Oral Language Checklist

	Often	Sometimes	Rarely	Not Apparent
I. Speaking				
1. Has difficulty making certain speech sounds.				
2. Is hesitant to speak.				
3. Speaks slowly (reduced number of words per minute).				
4. Uses incorrect word order in sentences.				
5. Has difficulty finding words needed to explain something, to name objects, or relationships ("a round thing children play with" for ball).				
6. Uses habitual expressions (e.g. "You know", "I mean. . .")				
7. Has difficulty expressing ideas.				
II. Understanding Oral Language				
1. Understands general meaning of phrase or sentence, but not the meaning of individual words.				
2. Has difficulty understanding complex sentences.				
3. Has difficulty understanding conversational language.				
4. Has difficulty recalling things you tell him/her				

III. Vocabulary:

1. Inaccurate__________
2. Meager __________
3. Accurate __________
4. Rich __________

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